



LINCOLN UNIFIED SCHOOL DISTRICT

Village Oaks High School
1900 W. Swain Road
Stockton, CA 95207
Ph (209) 953-8740

Title I School-Level Parent and Family Engagement Policy Village Oaks High School 2025-2026

- 2.0 With approval from the local governing board, Village Oaks High School has jointly developed with, and distributed 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 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Village Oaks High School (VOHS) develops its parent and family engagement policy through the Schools Site Council (SSC) and annual Parent Conferences in the Fall. These meetings are held monthly and include representatives from all stakeholder groups (parents, staff, and students). The policy is distributed to families via Parent Square, the school website, during registration, and during school-wide events such as VO Kick Off (Back to School Night).

2.1 Involvement of Parents in the Title I Program

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

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

Annual Meeting: The school convenes an annual meeting during **Village Oaks High School Kick Off Event in August**. At this meeting, the principal and staff explain the Title I program requirements, the school's participation, and the rights of parents to be involved in their child's education.

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

The school offers meetings at various times to accommodate parent schedules. This includes morning Coffee with the Principal sessions and evening SSC meetings. The school also utilizes digital platforms (Zoom/Google Meet) to increase accessibility.

- c) The school involves 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 plan. (20 U.S.C. § 6318[c][3])

Planning, Review, and Improvement: Parents are involved in an ongoing way through the SSC (which approved the current SPSA on September 25, 2025) and dialogue during Parent Conferences in the Fall. These bodies provide input on the SPSA goals, actions, and the Parent Engagement Policy itself.

- d) The school provides parents of participating children with the following:

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

Timely Information: Information about Title I programs and school events is provided via Parent Square, the Aeries portal, social media (Facebook/Instagram), and the school website.

- 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. § 6318[c][4][B])

Curriculum and Assessment: All teachers supply a syllabus to students at the beginning of the year that parents must sign off on. Additionally, during VO Kick Off, and parent-teacher conferences, the school provides a description and explanation of the curriculum (e.g., California State Standards) and assessments used to measure progress, including common formative assessments, CAASPP, and iReady.

- 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. § 6318[c][4][C])

Regular Meetings: If requested, the school provides opportunities for regular meetings between parents and staff. Village Oaks High School also has a system where all parents receive a parent conference at least 1x per year. Additionally, we host regularly SSTs for any student who is struggling in classes for more than 3 weeks in a row. Parents can also provide input during the public comment section of monthly SSC.

- e) If the schoolwide program (SWP) 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 (LEA). (20 U.S.C. § 6318[c][5])

Unsatisfactory SWP Plan: If parents find the Schoolwide Program (SPSA) plan unsatisfactory, their comments are recorded in the SSC meeting minutes and submitted to the Lincoln Unified School District (LEA) as part of the plan approval process.

2.2 Building Capacity for Involvement

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 local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides 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. § 6318[e][1])

The school provides families with materials and training to support student achievement through multiple avenues. These include parent workshops and informational sessions focused on graduation requirements - specifically aligning with new district standards - credit recovery (utilizing platforms such as Subject.com), and college and career readiness. A major focus is expanding dual enrollment opportunities with Delta College, where students receive in-day support to navigate Canvas and build essential study skills. Counselors and staff communicate regularly with families through High School Parent Conferences, ParentSquare messages, and direct outreach to review student progress, transcripts, and goal-setting.

Additionally, the school offers guidance on how families can support learning at home, including access to online platforms such as Aeries for real-time grade and attendance monitoring, study strategies, and resources for academic support. Family engagement events - such as Coffee at the Curb, VO Kick-off, and Senior Night - provide non-traditional opportunities for families to build knowledge, provide LCAP input, and partner with staff in supporting their child's success.

- b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])
The school provides families with materials and training to support student achievement through a variety of strategies. These include parent workshops and informational sessions focused on graduation requirements, credit recovery, financial aid, and college and career readiness, including dual enrollment opportunities.

School staff provide ongoing communication and guidance through advisory conferences, counselor meetings, and outreach via ParentSquare to review student progress, transcripts, and individualized goals. Families are also given support in accessing and using online platforms such as Aeries and Canvas to monitor grades and assignments.

Additionally, the school offers resources and strategies to help families support learning at home, including study skills, time management, and post-secondary planning tools. Family engagement events such as Coffee at the Curb, LCAP input meetings, and school-wide events provide further opportunities for families to build their capacity to support their child's academic success.

- c) The school educates 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. § 6318[e][3])

The school provides ongoing training and support to staff to strengthen family engagement and build meaningful partnerships with parents. Professional development opportunities focus on effective

communication strategies, culturally responsive practices, and the importance of valuing families as equal partners in supporting student success. Staff are trained to use tools such as ParentSquare, Aeries, and advisory conferencing structures to maintain consistent, accessible communication with families.

Additionally, the school incorporates family engagement into its collaborative structures, including staff meetings, professional learning communities, and leadership teams, where strategies for outreach and support are discussed and refined. Input from families gathered through surveys, conferences, LCAP meetings, and school events is used to guide staff practices and improve programs. These efforts ensure staff are equipped to build strong relationships with families, coordinate engagement opportunities, and foster a welcoming and inclusive school community.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts 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. § 6318[e][4])
The school coordinates and integrates family engagement efforts with federal, state, and local programs to provide comprehensive support for students and families. This includes alignment with LCAP goals, Equity Multiplier-funded initiatives, and partnerships with community organizations and San Joaquin Delta College to support college and career readiness, including dual enrollment opportunities.

The school collaborates with district programs and community resources to connect families with services such as academic counseling, mental health support, and career pathway programs, including the Child Development CTE pathway and paraprofessional apprenticeship opportunities. Families are informed of these resources through ParentSquare, school events, and direct outreach.

Additionally, the school provides multiple opportunities for family participation through events such as Coffee at the Curb, LCAP input meetings, advisory conferences, and school-wide activities. These coordinated efforts ensure families are supported with accessible resources and meaningful opportunities to engage in their child's education.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
Format and Language: Information is sent via Parent Square, which provides automatic translation into the family's preferred language. We also have many Spanish speaking staff members (including an attendance clerk, full time bilingual translator, and counselor) in order to support families in accessing information about their child's education.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
The school provides additional support for family engagement based on parent input and requests. Feedback is regularly gathered through surveys, advisory conferences, LCAP input meetings, and informal communication to identify family needs and barriers to participation.

In response, the school offers flexible meeting options (in-person, virtual, and phone), translation and interpretation services, and individualized support from counselors and staff. Families may request additional meetings to review student progress, graduation plans, or post-secondary options, and staff work to accommodate schedules and specific needs.

The school also adapts and expands family engagement opportunities, such as workshops, resources, and events, based on parent feedback to ensure meaningful and accessible participation for all families.

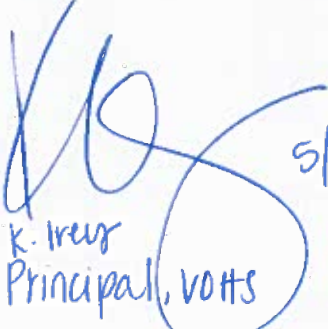
2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Village Oaks High School, 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 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

Village Oaks High School ensures all families have equitable access to information and opportunities for participation by providing communication in multiple formats and, when practicable, in families' home languages. The school utilizes translation and interpretation services for meetings, conferences, and written communications, including ParentSquare messages, school reports, and important notifications.

Information related to student achievement, progress reports, graduation requirements, and state assessments is shared in clear, accessible formats through conferences, workshops, and digital platforms such as Aeries and ParentSquare. Staff are available to provide individualized support to help families understand this information and navigate school systems.

The school also offers flexible opportunities for engagement, including in-person and virtual meetings, to accommodate varying schedules and needs. Through ongoing outreach, parent conferences, family events, Coffee at the Curb, the school actively works to reduce barriers and ensure all families - including those with limited English proficiency or other needs - can meaningfully participate in their child's education.


K. Irwin
Principal, VOHS
5/1/24