MIDDLE COLLEGE HIGH SCHOOL
School-Parent and Family Engagement Policy
2026-2027

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 policy is distributed via parent square at the beginning of the school year and hard copies are available in the office. There are also meetings throughout the school year to review and revise/update.

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:

The annual meeting will be hosted at Back to School Night and will include the Title I presentation of services.

(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:

School Site Council (SSC) meetings are scheduled monthly in the afternoon to better accommodate parent availability. "Coffee with the Principal" is hosted one Friday morning each month to provide an additional opportunity for engagement. When requested, parents have also met individually with the principal, and teachers have adjusted their schedules to meet with parents to support family scheduling needs.

Agendas and sign-in sheets are consistently maintained to document all meetings and events.

(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):

Parents annually review the Parent and Family Engagement Policy, with final approval provided by the School Site Council (SSC).

Additional input is gathered through Coffee with the Principal meetings and Title I Panorama Survey responses. This feedback is reviewed during staff meetings and SSC sessions and is used to guide continuous improvement efforts.

(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:

At Back to School night meetings, parents are informed on Title I programs, focusing on sharing priorities and budget expenditures. At 9, 10, 11, and 12 Grade Parent meetings, parents are provided resources through presentation hand-outs to cover curriculum, instruction, how to progress monitor students, and ways to participate.

(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])

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:

This is formally supported through 9th, 10th, 11th, and 12th grade mandatory parent meetings. This has been critical for our dual enrollment program. Additionally, our Bilingual Community Outreach Worker has become an expert in sharing systems with all parents, especially those who are Spanish-speaking. 90% of students are first-generation college, and parents understanding standards, assessment, and how to monitor their child is essential for success.

(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])

Parent grade level meetings, teacher meetings, presentation hand-outs, parent workshops, and specific literature related to college information, are provided in English and Spanish, to help parents work with their children and identify resources that can be helpful.

(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])

This has occurred through leadership retreats and weekly staff PD. At parent gatherings, MCHS staff communicate the process for student support services at both the high school and the college which also includes SAS services formerly known as DSPS.

(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])

Coffee with the Principal & SSC meetings have helped integrate parent voice on matters related to categorical programs.

(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

All information related to parents in this area is translated into English and Spanish. The majority of MCHS parents have Spanish as their home language. With the assistance of our Bilingual Outreach Worker, we have simplified information, eliminating some of the educational jargon. A hard copy is available in the front office.

(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])

We have been regularly commended for acting upon parental requests in a timely matter. This came out in our recent WASC commendation. At professional development meetings, we discuss parent ideas with a focus on systems development and problem-solving.

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 1111 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])

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])