



Title I, Part A School Parent and Family Engagement Policy (24-25)

Monterey Highlands Elementary School, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children in Title I, Part A programs the following requirements as outlined in ESSA sections 1116(b) and (c).

Describe how parents and family members of participating children in Title I, Part A programs are involved in jointly developing and distributing a written school parent and family engagement policy agreed upon by such parents for carrying out the requirements in ESSA Section 1116(c) through (f) (ESSA Section 1116[b][1]):

- Monterey Highlands Elementary developed the Title I School-Level Parent and Engagement Policy with written and oral parent input solicited through English Language Advisory Council (ELAC) meetings, School Site Council (SSC) meetings, school needs surveys, school notices, and other regular, written communication with parent(s)/guardian(s)/caregiver(s).
- Parent(s)/guardian(s)/caregiver(s) are notified of the policy at enrollment and during ELAC and SSC meetings. Additionally, the Title I Parent and Family Engagement Policy is available on the Monterey Highlands Website, in the school office, and posted outside the school office throughout the year. Teachers distribute and discuss the policy during parent-teacher conferences.
- The policy was presented at ELAC and SSC meetings and approved by SSC on October 16, 2024.

Describe how parents and family members of participating children in Title I, Part A programs, may amend a parent and family engagement school policy that applies to all parents and family members, if necessary, to meet the requirements (ESSA Section 1116[b][2]):

- If requested by the parent(s)/guardian(s)/caregiver(s), the school provides opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and to respond to such suggestions as soon as possible. (CE 2.1f)
- Parent(s)/guardian(s)/caregiver(s) are encouraged to meet with teachers and administrators.
- Teachers meet with parent(s)/guardian(s)/caregiver(s) to explain, identify, and discuss services and programs to help their child reach proficiency.
- Parent(s)/guardian(s)/caregiver(s) are invited to attend Student Success Team meetings to identify academic and non-academic services and programs for individual students.
- All parent(s)/guardian(s)/caregiver(s) are invited to attend SSC and advisory committee meetings, which generally occur monthly.
- The School-Parent Compact commits staff, students, and parent(s)/guardian(s)/caregiver(s) to maintain ongoing communication, learning, and opportunities for participation.

Describe how the Local Educational Agency (LEA) involved has a school district-level parent and family engagement policy that applies to all parents and family members in all schools served by the LEA and how the LEA may amend that policy, if necessary, to meet the requirements (ESSA Section 1116[b][3]):

School/Parent Compact (CE 2.2)

Monterey Highlands Elementary has jointly developed and distributed to parent(s)/guardian(s)/caregiver(s) a school-parent compact that outlines how parent(s)/guardian(s)/caregiver(s), the entire school staff, and students will share the responsibility for improved student academic achievement. It also describes how the school and parent(s)/guardian(s)/caregiver(s) will develop a partnership to help children reach proficiency on the grade-level



standards. The school-parent compact describes the following items, in addition to items added by parent(s)/guardian(s)/caregiver(s) of students:

1. The school's responsibility is to provide high-quality curriculum and instruction. (CE 2.2a)
2. The parent(s)/guardian(s)/caregiver(s) responsibility is to support their children's learning. (CE 2.2b)
3. The importance of ongoing communication between parent(s)/guardian(s)/caregiver(s) and teachers through at least annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in and observe the educational program. (CE 2.2c)

The school developed the School-Parent Compact with parent input and distributed the school-parent compact to parent(s)/guardian(s)/caregiver(s) in the following manner:

- The leadership team develops a draft for the School-Parent Compact using state guidelines.
- Staff reviews and suggests modifications.
- Parent(s)/guardian(s)/caregiver(s) review and modify the compact during a Joint Advisory meeting.
- The School Site Council approves the compact.
- The School-Parent Compact, signed by the teacher and principal, is explained and distributed to parent(s)/guardian(s)/caregiver(s) at Back-to-School Night and at parent conferences.
- Parent(s)/guardian(s)/caregiver(s)/teachers discuss the compact with students, and all parties indicate their commitment by signing during parent conferences.
- Parent(s)/guardian(s)/caregiver(s) will receive a paper copy of the compact with all signatures. The teacher retains the original, signed copy.
- Teachers reference the compact, as necessary, to remind students, parent(s)/guardian(s)/caregiver(s), and staff of their commitments.

Building Capacity for Involvement (CE 2.3)

Monterey Highlands Elementary engages parents, guardians, and caregivers in meaningful interactions with the school to ensure the effective involvement of parent(s)/guardian(s)/caregiver(s) and to support a partnership among the school to improve student achievement. It supports a partnership among staff, parent(s)/guardian(s)/caregiver(s), and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

- The school provides parents, guardians, and caregivers assistance in understanding the State's academic content standards, local and state assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- Parent(s)/guardian(s)/caregiver(s) are informed at the Title I Annual Meeting and during Back to School Night and other meetings with parent(s)/guardian(s)/caregiver(s).
- Teachers make recommendations to parent(s)/guardian(s)/caregiver(s) on monitoring and improving achievement during parent meetings and individual conferences.
- District standards are distributed to parent(s)/guardian(s)/caregiver(s).
- Provides materials and training to help parent(s)/guardian(s)/caregiver(s) work with their children to improve their children's achievement, like the following:
- Parent education classes such as Gateway to Success, Common Core, Parent Institute, and Kindergarten parent meetings
- Teacher/School weekly/monthly newsletter
- Educates staff, with the assistance of parent(s)/guardian(s)/caregiver(s), on the value of parent contributions and how to work with parent(s)/guardian(s)/caregiver(s) as equal partners.
- Provides an opportunity for staff to discuss the value of working with parent(s)/guardian(s)/caregiver(s) as equal partners.
- Provides an opportunity for parent(s)/guardian(s)/caregiver(s) to share ideas for improving partnerships among staff, parent(s)/guardian(s)/caregiver(s), and the community through the SSC and the English Learners Advisory Committee (ELAC).
- Recognize parent/guardian/caregiver contributions through newsletters, awards, and volunteer recognition programs.
- Participate in PTA meetings and parent-sponsored events and activities.
- Coordinates and integrates the parental involvement program with other programs and conducts other activities, such as parent resource centers, that encourage and support parent(s)/guardian(s)/caregiver(s) in more fully participating in the education of their children.
- Encourage parent(s)/guardian(s)/caregiver(s) to fully participate in a variety of programs and activities supporting the education of their child, such as PTA, parenting classes, etc.
- Provide support for college and career readiness

- Many volunteer opportunities
- ASES/Adventures Program
- Distributes to parent(s)/guardian(s)/caregiver(s) information related to school and parent programs, meetings, and other activities in a form and language that the parent(s)/guardian(s)/caregiver(s) understand. Provides support for parental involvement activities in a form and language that the parent(s)/guardian(s)/caregiver(s) understand. Provides support for parental involvement activities requested by parent(s)/guardian(s)/caregiver(s).
- Letters, flyers, and informational brochures regarding school programs, meetings, and activities are distributed to all parent(s)/guardian(s)/caregiver(s).
- Teachers communicate with the parent(s)/guardian(s)/caregiver(s) through the student's agenda/planner or other online platforms.
- School Community Coordinators provide oral and written translations of parent communications.
- Parent/guardian/caregiver suggestions and requests are discussed and implemented, as appropriate.

Describe how parents and family members of children participating in Title I, Part A programs can, if they find that the plan under ESSA Section 1112 is not satisfactory to the parents and family members, and the LEA shall submit the parent comments with the plan when the LEA submits the plan to the State (ESSA Section 1116[b][4]):

- Home notices
- General meetings (such as coffee with the principal)
- ELAC and SSC meetings serve as the basis for disseminating information
- Collecting parent/guardian/caregiver feedback and comments within the Monterey Highlands Elementary community.

Describe how the school served by Title I, Part A funds holds an annual meeting, at a convenient time, to which all parents and family members of participating children shall be invited and encouraged to attend, to inform parent(s)/guardian(s)/caregiver(s) of their school's participation under Title I, Part A and to explain the requirements and the rights of the parent(s)/guardian(s)/caregiver(s) to be involved (ESSA Section 1116[c][1]):

The following practices have been established to involve parent(s)/guardian(s)/caregiver(s) in the Title I program at Monterey Highlands Elementary.

- Convenes an annual meeting, at a convenient time for parent(s)/guardian(s)/caregiver(s), to inform parent(s)/guardian(s)/caregiver(s) and family members of students about Title I requirements and their rights to be involved in the Title I program. (CE 2.1a)
- MH Elementary invites parent(s)/guardian(s)/caregiver(s) and guardians to attend an Annual Title I parent meeting that is held no later than the end of December.
- All parent(s)/guardian(s)/caregiver(s) are notified of the meeting in writing, on the school's website, via our Blackboard Connect System, on the marquee display, and on the bulletin boards located outside the school with translations in Chinese and Spanish.
- Agenda items address assessment, curriculum, achievement levels, Title I student identification, Title I budget, supplemental services, and parent involvement.
- Accessibility is provided for parent(s)/guardian(s)/caregiver(s) who are disabled, homeless, or economically disadvantaged, and information is provided in either the home language or verbally through the home school coordinators.

Monterey Highlands School provides opportunities, to the extent possible, for all parent(s)/guardian(s)/caregiver(s) to participate, including parent(s)/guardian(s)/caregiver(s) with limited English proficiency, parent(s)/guardian(s)/caregiver(s) with disabilities, and parent(s)/guardian(s)/caregiver(s) of migratory students. This includes providing information and school reports in a form and language parent(s)/guardian(s)/caregiver(s) understand.

- MH Elementary ensures that all school-to-home communication is translated into Chinese and Spanish to accommodate most of our parents/guardians/caregivers. The campus is accessible by wheelchair and



parent conferences will be located in areas that are fully accessible to families. Spanish and Chinese translation is available through our Home School Coordinators by request.

- School letters and school reports to parent(s)/guardian(s)/caregiver(s) are written in a way that parent(s)/guardian(s)/caregiver(s) can understand.
- All parent(s)/guardian(s)/caregiver(s) are invited by letter to participate in the school English Learner Advisory Committee and the District ELAC.



Describe the steps that the school takes to offer a flexible number of meetings, such as meetings in the morning, afternoon, evening or other ways and may provide, with funds provided under Title I, Part A, for transportation, child care, or home visits, as such services relate to parental involvement (ESSA Section 1116[c][2]):

The school offers a flexible number of meetings for parent(s)/guardian(s)/caregiver(s), such as meetings in the morning or afternoon. (CE 2.1b)

- Parent(s)/guardian(s)/caregiver(s) are invited to the Annual Title I meeting (2 a year), ELAC (about 4), and SSC meetings (about 4-6 per year).
- Parent(s)/guardian(s)/caregiver(s) are surveyed to determine the best time to hold the meeting.
- The School Community Coordinators encourage parent/guardian attendance through personal contact with parent(s)/guardian(s)/caregiver(s).
- Accessibility is provided for parent(s)/guardian(s)/caregiver(s) who are disabled, homeless, or economically disadvantaged, and information is provided in either the parent's primary language or bilingually by using the home school coordinators.

Describe how parents and family members of participating children are involved, and in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under Title I, Part A, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of schoolwide program plan under ESSA Section 1114(b), except that if a school has in place a process for involving parent(s)/guardian(s)/caregiver(s) in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parent(s)/guardian(s)/caregiver(s) of participating children (ESSA Section 1116[c][3]):

Involves parent(s)/guardian(s)/caregiver(s) of students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs, including the planning, review, and improvement of the Title I Parent and Family Engagement policy as well as the joint development of the School Plan for Student Achievement. (CE 2.1c)

- Parent(s)/guardian(s)/caregiver(s) of Title I/EL students are selected for the District Advisory Committee in August.
- In order to provide meaningful input, from January to June, parent(s)/guardian(s)/caregiver(s) are trained in the following:
 - Their role and responsibility
 - Assessment
 - School goals
 - Curriculum
 - Instructional practices
 - Programs and services
- Parent(s)/guardian(s)/caregiver(s) review the school Title I Parent Involvement Policy and School Compact and make recommendations for improvement to the School Site Council. SSC approves the policy and compact in spring.
- The school sends a representative to the Title I District Advisory Committee, which is involved in developing the district Parent Involvement Policy and reviewing and improving the Title I program.
- The Title I Parent Involvement Policy and School Compact are reviewed at least every two years or more frequently as necessary, based on the changing needs of parent(s)/guardian(s)/caregiver(s) and schools, following procedures as identified above. [20 USC 6318©(3)]



Describe how the school is providing parents and family members of participating children of Title I, Part A programs: timely information about programs under Title I, Part A; 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; and if requested by parent(s)/guardian(s), 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 (ESSA sections 1116[c][4][A-C]:

Monterey Highlands Elementary provides parent(s)/guardian(s)/caregiver(s) of students with timely information about Title I programs.
(CE 2.1d)

- Parent(s)/guardian(s)/caregiver(s) are informed of Title I programs and services at the Annual Title I Parent Meeting at the beginning of the school year and a second meeting in the 2nd trimester.
- Home notices, general meetings (such as coffee with the principal), and ELAC and SSC meetings serve as the basis for disseminating information to parent(s)/guardian(s)/caregiver(s).
- MH Elementary provides parent(s)/guardian(s)/caregiver(s) of students with an explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the achievement levels students are expected to meet with the state standards. (CE 2.1e)
- The agenda of the Title I Annual Parent meeting includes the Language Arts and Math curriculum and instruction, Achievement levels for school performance, Assessment to target instruction so students reach proficiency
- Teachers review curriculum, standards, assessments and proficiency levels during Back-to-School Night and parent conferences.
- As students are identified for general education intervention services based on assessment, parent(s)/guardian(s)/caregiver(s) are notified during a conference with the teacher or through a letter identifying the program/services, criteria for participation and expected outcome

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parent(s)/guardian(s)/caregiver(s) of participating children in Title I, Part A programs, submitting any parent comments on the plan when the school makes the plan available to the LEA (ESSA Section 1116[c][5]):

- Home notices
- General meetings (such as Coffee with the Principal)
- ELAC and SSC meetings serve as the basis for disseminating information and collecting parent/guardian/caregiver feedback and comments within the Monterey Highlands Elementary School community.

Monterey Highland Elementary School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on November 20, 2024. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before December 9, 2024.