



Site Family Engagement Plan (By Site)

Title I, Part A School-Level, Parent and Family Engagement Policy

The school is committed to parent and family engagement, with the support of Title I, Part A. While parents and families in the school are diverse in culture, language and needs, they all share a commitment to academic success of their children. Therefore, the school strives to lead our students to success with the full support and involvement of families and the community.

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

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 on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). ESSA Section 1116[b][1].

To involve parents in the Title I, Part A programs, the following practices have been established:

The school will

- Convene an annual meeting to inform parents about the Title I Program, typically during the first Parent Advisory Committee of the school year.
- Hold parent workshops and information sessions at varying times.
- Involve parents of participating students in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs and parental involvement policy.
- Educate staff members on the value of the contributions of parents and family members and how to work with them as equal partners.
- Hold three meetings yearly with parents, students, and teachers to develop personalized learning plans for each student including those receiving Title I services.

Communication and Accessibility:

The school **distributes** information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

If requested by parents of Title I, Part A students, the school provides opportunities that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information in School reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c][4][A]).

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Details about the annual meetings:

Each spring, the Parent Advisory Committees (PAC, Achieve Familia Hispanis) will agendaize a topic to discuss a flexible meeting schedule with stakeholders for the following year. In addition, the school will:

- Make every effort to schedule meetings at a variety of times to allow parents and family members opportunities to attend.
- May provide childcare, as funding allows, so parents may attend the meeting.
- Hold the Title I Parent Meeting each fall at a convenient time for parents.
- Notify parents in a format, and where practicable, a language they will understand.
- Provide timely information in the following ways:
 - School website and social media
 - Letters home, including email communication
 - In-person meetings and other forms of two-way communication
- Accommodate a request for a meeting with any staff member or school administrator working with their student.
- Provide the opportunity for public comment at regularly scheduled Parent Advisory Council meetings
- Provide an annual LCAP Survey and stakeholder meeting.
- Consider the various needs of stakeholders when sending communication or providing trainings, including needs resulting from disability, language and mobility barriers.

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Details about the meetings:

- Meetings are held monthly on both the Chico and Paradise campuses. Check school newsletters for details.

Engagement of Parents:

The school involves parents in the development of the required Parent and Family Engagement Plan when it:

- Provides support for **parental involvement activities** requested by Title I, Part A parents (ESSA Section 1116[e][14]).
- Involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the schools, Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]).
- Provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure the student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

The school will engage families in the decision-making process in the following ways:

- Include parent representatives on leadership and advisory teams (e.g., Parent Advisory Council, Achieve Familias Hispanas, Achieve Board of Directors and Board Committees).
- Recruit parents for open council positions by providing
 - An election process free of potential or perceived barriers that may preclude participation
 - Training and ongoing support in council membership roles and responsibilities
 - Invite all families to attend, regardless of election to open positions
- Include adequate representation of parents and family members of participating students on advisory councils, the Board, and Board committees.
- Elicit feedback from and share out with other advisory councils and stakeholder groups information pertaining to Title I, Part A programs and the Title I, Parent Involvement Policy
- Include parent representatives on leadership and advisory teams (e.g., Parent Advisory Council, Achieve Familias Hispanas, Achieve Board of Directors, and Board Committees).
- Conduct regular surveys and feedback sessions to gather parent input.
- Involve parents in setting school goals and reviewing progress.
- Share transparent updates on how parent input influences decisions.
- Foster a welcoming environment where all voices are valued and heard.

The school will provide information on curriculum, assessments, and student progress in the following ways:

- At least three in-person meetings per year, with the parent, student, and teacher (Personalized Learning Plans)
- Parent education trainings/seminars
- Written communication, including email
- Aeries Parent/Student Portal
- Parent Square
- Parent access to online curriculum

Building Capacity:

Per ESSA Section 1116[e][1-4], the school:

- **Coordinates and integrates** the Title I, Part A parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children.
- Provides Title I, Part A parents with **materials and training** to help them work with their children to improve their children's achievement.

- Provides Title I, Part A parents with **assistance in understanding the state's academic content standards**, assessments, and how to monitor and improve the achievement of their children.
- Engages Title I, Part A parents in **meaningful interactions** with the school. The compact supports a partnership among staff, parents, and the community to improve student academic achievement.

Meaningful interactions may include:

- Site parent liaison support, as available
- Annual site activities
- Opportunities for parents to volunteer and participate in the students' class and to observe classroom activities
- Materials and training to address academic and social-emotional needs
- Offer workshops on academic strategies, behavior management, and social-emotional development
- Provide training on digital tools and platforms used for learning and communication
- Share student progress data and how to interpret it.
- Connect families with community resources and support services.
- Offer opportunities for families to engage in learning activities at home.
- Encourage regular two-way communication between parents and teachers to support student growth.

School Compact

This compact, jointly developed with families of Achieve students, outlines how the school staff, parents, and students will share responsibility for improved academic achievement and how we will work together to build meaningful partnerships to support student success in meeting California's academic standards.

School Responsibilities

As school staff, we commit to supporting student learning in the following ways:

- High-Quality Instruction & Learning Environment
 - Deliver standards-aligned instruction through a Multi-Tiered System of Support (MTSS).
 - Provide a supportive and inclusive classroom environment that meets diverse learning needs.
 - Ensure ongoing professional development for teachers to support effective instructional practices.
- Effective Communication

- Maintain timely, two-way communication with families using email, ParentSquare, Aeries, and school newsletters.
- Offer flexible and accessible parent-teacher conferences (including three Personalized Learning Plan meetings annually).
- Provide student progress updates through report cards, parent portal access, and staff availability by appointment.
- Parent Engagement & Education
 - Offer workshops and trainings on curriculum, assessments, and how to support learning at home.
 - Encourage participation in classroom volunteering and school events.
 - Involve families in decision-making through advisory councils (e.g., Parent Advisory Council, Achieve Familias Hispanas).
 - Ensure communication is accessible in families' home languages and formats suitable for all abilities.
- Capacity Building
 - Provide parents with tools and resources to help their children succeed academically and socially.
 - Integrate feedback from families into continuous improvement plans.
 - Offer site-specific support such as parent liaisons and parent-led activities.
 - Educate staff on working with parents as equal partners using the CDE Family Engagement Framework.

Parent Responsibilities

As parents and guardians, we agree to support our child's success by:

- Providing first instruction at home and supporting school readiness.
- Monitoring the completion of homework and school assignments.
- Engaging in decisions regarding their child's learning and academic goals.
- Actively participating in teacher conferences and school events.
- Maintaining consistent communication with school staff and responding to school communication.
- Following school policies (per handbook), including drop-off/pick-up procedures and attendance.
- Staying informed about school events, meetings, and opportunities for involvement.

Student Responsibilities

As students, we share the responsibility to improve our academic achievement. We agree to:

- Share notices and information received from the school with my parent or guardian
- Complete and turn in my work on time
- Arrive at meetings and classes prepared, on time and ready to learn
- Communicate with my parent/guardian about my learning and ask for help when I need it

- Contact my teachers promptly if I need help or have questions with my assignments
- Stay current on school activities and events
- Follow behavior expectations at all times

Adopted: May 28, 2025

Amended: