Learning With Purpose

ANAHEIM UNION HIGH SCHOOL DISTRICT

College and Career Ready

Title I School-Level Parent and Family Engagement Policy
South Junior High
2026-2027

At South Junior High School, our mission is to provide a safe and secure environment that fosters a positive school experience for all students. We are committed to delivering a standards-based, best-practices curriculum that supports academic achievement while promoting students' social and emotional growth. We believe that meaningful collaboration among all stakeholders: students, families, staff, and the community is essential to maximizing individual student success.

With approval from the local governing board, South Junior High School has jointly developed this Parent and Family Engagement Policy with parents of participating Title I students and has distributed it to all parents and family members. The policy is reviewed and updated annually to address the evolving needs of students, families, and the school community.

Parents of participating Title I students are actively involved in the development and continuous improvement of this policy through multiple avenues, including:

- School Site Council (SSC) meetings
- English Learner Advisory Committee (ELAC) meetings
- Parent surveys
- Public input opportunities

(EC Section 11503; 20 U.S.C. § 6318[b][1–4])

Parent representatives serving on the School Site Council play a key role in reviewing and adopting the Parent and Family Engagement Policy. As elected representatives of the parent community, they ensure the policy reflects the needs and priorities of families and recommend revisions as necessary.

Once formally adopted by the School Site Council, the Parent and Family Engagement Policy is made accessible to all stakeholders via the school website in both English and Spanish, ensuring transparency and equitable access to information.

Part I: Involvement of Parents in the Title I Program
The school-level parent and family engagement policy shall describe the means for how South Junior High school shall carry out the following requirements (20 U.S.C. § 6318[b][1]):

A. South Junior High School will convene an annual meeting, at a convenient time, to which all parents and family members of participating students are invited and encouraged to attend. The purpose of this meeting is to inform families of the school's participation in the Title I program, explain program requirements, and outline parents' rights to be involved. (20 U.S.C.

§ 6318[c][1])

To ensure meaningful engagement, the school will:

a. Host an annual Title I informational meeting during Back to School Night to provide an overview of the program and available supports.
b. Include a letter outlining the schoolwide Title I program in the student registration packet to ensure all families receive key information.
c. Hold monthly School Site Council (SSC) meetings to inform stakeholders about categorical funding, program implementation, and compliance requirements.
d. Provide translation of all relevant information in the languages represented within the school community, as appropriate, to ensure equitable access for all families.

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])
    a. Meetings are scheduled at a variety of times and, when possible, in connection with other school events to maximize parent participation.
    b. Virtual workshops and meetings are provided to accommodate parents who are unable to attend in person.
    c. School Site Council (SSC) meetings are held monthly immediately after school to provide accessible opportunities for parent involvement.
    d. English Learner Advisory Committee (ELAC) and Parent Teacher Student Association (PTSA) meetings are scheduled in the late afternoon or evening to accommodate working families.
    e. Coffee with the Principal meetings are held in the mornings to provide an additional access point for parent engagement.
    f. Parent workshops and events (e.g. Parent Leadership Academy) are offered in the evenings to increase accessibility.
    g. Parent Learning Walks are conducted in the mornings to allow families to observe classroom instruction and school practices.
    h. Childcare is provided, when possible, during meetings and events to reduce barriers to participation.

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 school-wide program plan. (20 U.S.C. § 6318[c][3])
    a. The School Site Council meets monthly to plan, review, and improve the school's Title I programs.

b. Monthly Coffee with the principals for parents to plan, review and improve the family engagement policy.
c. Monthly School Site Council (SSC) meetings provide ongoing updates to stakeholders regarding categorical funding, including Title I, and program requirements.

D. The school provides parents of participating children with timely information about the Title I program. *(20 U.S.C. § 6318[c][4][A])* This requirement is met through the following:
   a. A schoolwide Title I program notification letter is included in the registration packet to inform parents of the school's participation and services provided.
   b. A welcome meeting during Back to School Night provides parents with information about the Title I program, schoolwide instructional programs, and opportunities for involvement.
   c. Monthly School Site Council meetings are held to inform all stakeholders of categorical funding and requirements.

E. 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])
   a. Back to School Night provides parents with an overview of the curriculum, instructional programs, and grade-level expectations, including information on state standards and academic goals for students.
   b. Parent-teacher conferences provide individualized explanations of student progress, including review of assessment results, academic performance, and progress toward meeting state standards.
   c. Coffee with the Principal offers opportunities for school leadership to share information about curriculum, schoolwide assessment data, and student achievement trends, and to answer parent questions.
   d. Parent Workshops provide families with information and strategies to better understand the curriculum, state academic standards, assessment practices, and ways to support student learning and achievement at home.

F. 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])
   a. The School Site Council (SSC) provides a structured forum for parents to regularly participate in the development, review, and evaluation of school programs and to make recommendations related to student achievement.
   b. English Learner Advisory Committee (ELAC) meetings provide opportunities for parents of English learners to offer input and make recommendations regarding programs and services that support student success.

c. District LCAP meetings provide opportunities for parents to contribute to district-level planning and decision-making related to goals, actions, and resource allocation.
d. Coffee with the Principal offers regular opportunities for families to engage in open dialogue with school leadership, share suggestions, and request additional support or resources.
e. Parent Learning Walks provide opportunities for parents to observe classroom instruction and engage in discussions with staff, allowing families to share feedback and suggestions related to teaching and learning.
f. Additional meetings and engagement opportunities are scheduled based on parent requests and identified needs to ensure ongoing participation. The school reviews and responds to parent suggestions in a timely manner, and feedback is considered in school planning and decision-making processes.

G. If the schoolwide program 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])
    a. The School Site Council serves as the primary body for reviewing the plan and ensuring that parental feedback is collected and documented. Input is gathered through:
        i. School Site Council meetings
        ii. English Learner Advisory Committee (ELAC) meetings
        iii. Parent surveys
        iv. Community engagement events.
    b. All feedback is reviewed, incorporated when appropriate All parent feedback, including any concerns or dissatisfaction with the schoolwide plan, is reviewed, documented, and incorporated when appropriate. Any unresolved concerns or comments are formally submitted to the LEA alongside the schoolwide plan. and formally submitted to the LEA alongside the schoolwide plan.

Part II: 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])

a. The Parent Leadership Academy provides training to help parents understand academic expectations, including state standards, assessment systems, eKadance and how to effectively support their child's learning and advocate for their academic success.
b. Parent workshops are offered throughout the school year to support parents in understanding academic content, interpreting assessment results, monitoring student progress through tools such as Aeries and eKadence, and collaborating with teachers to improve student achievement.
c. The school provides guidance and support to parents on how to communicate with teachers and school staff, including participating in conferences, accessing student data, and utilizing available resources to support their child's academic growth.

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])
   a. The Community Schools Team provides parent workshops throughout the school year focused on strategies to support student learning at home, including literacy, mathematics, and study skills.
   b. Parents are provided with instructional materials, resources, and guidance during workshops and school events to support their child's academic progress and reinforce classroom learning at home.
   c. The school communicates information about parent workshops, resources, and involvement opportunities through multiple platforms, including social media, telephone messages, direct mail, and the school website, to ensure families are informed and able to participate.
   d. Additional support and resources are provided based on parent needs and feedback to ensure workshops and materials are relevant and effective in improving student achievement.

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])
   a. The Family and Community Engagement (FACES) program provides targeted professional development for teachers, principals, and school leaders focused on strengthening family engagement practices and building meaningful partnerships between parents and the school. District Professional Development

b. Staff participate in district-sponsored professional development focused on effective parent communication, culturally responsive practices, and strategies for engaging families as partners in student learning.
c. Staff attend conferences, such as the California Association for Bilingual Education (CABE), to deepen their understanding of family engagement, equity, and best practices for working with diverse student populations and their families.

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])
    a. The school maintains a dedicated Parent Center that serves as a hub for family engagement, providing resources, workshops, and access to school and community services that support student success.
    b. The Parent Leadership Academy builds parent capacity by providing training on school systems, leadership skills, and strategies to support student learning, empowering parents to take active roles in school decision-making.
    c. Parent Learning Walks provide opportunities for families to visit classrooms, observe instructional practices, and engage in meaningful discussions about teaching and learning, strengthening the home-school connection.
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])
    a. The school ensures language accessibility by leveraging bilingual staff, including vice principals, office staff, attendance staff, and registration personnel, who are fluent in both English and Spanish to support clear and effective communication with families.
    b. Community Schools Team supports ongoing communication with families through translation, outreach, and engagement efforts.
    c. Key information related to school programs, meetings, and activities is provided in both English and Spanish. Additional documents are translated upon request to ensure accessibility for all families.

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])
    a. The school responds to parent requests for additional workshops, resources, and support that promote student learning and family engagement.
    b. Flexible meeting times, virtual participation options, and childcare support are provided, when feasible, to increase parent access and participation.

c. The school collaborates with families and community partners to provide additional services and resources that address the needs of students and their families.

Part III: Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A South Junior High 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])

A. The school ensures that important information related to school programs, meetings, activities, and required reports is provided in an understandable format and, to the extent practicable, in a language accessible to all families.
    a. Key communications are provided in both English and Spanish. Additional translation and interpretation support is made available upon request to ensure meaningful access for all families.
    b. The school ensures language accessibility by leveraging bilingual staff, including vice principals, office staff, attendance staff, and registration personnel, who are fluent in English and Spanish to support clear and effective communication with families.
    c. The principal and Family and Community Engagement Specialist (FACES) are bilingual and provide direct support to families through outreach, meetings, and school events to ensure information is understood and accessible.

Part IV: School-Parent Compact

As a component of the school-level parent and family engagement policy, each school served under this part 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. § 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. § 6318[d][1])
    a. South Junior High annually distributes the School-Home Compact to students at the beginning of school. The compact is jointly developed by parents, students, teachers

and administrators to ensure share responsibilities between all stakeholders and describes specific ways the school and families will partner to engage students' in achieving high academic standards.

B. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])
    1) 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. § 6318[d][2][A])
        a. Teachers review and explain the School-Parent Compact with students during advisory at the beginning of the school year to reinforce shared expectations for student success. Teacher/Parent conferences
        b. Parent-teacher conferences are offered at least annually, and additionally as needed, to discuss student progress, academic achievement, and the School-Parent Compact. Flexible meeting options (e.g., in-person, phone, or virtual) are provided to increase parent participation.
        c. Parents receive frequent updates on their child's academic progress through report cards, progress reports, and ongoing communication via platforms such as ParentSquare, email, and phone calls.
        d. The school provides reasonable access to staff by offering opportunities for parents to communicate with teachers and school personnel through scheduled meetings, conferences, and electronic communication.
        e. The school ensures regular, two-way, meaningful communication between families and staff, to the extent practicable, in a language that parents can understand.
        f. The School Site Council (SSC) provides opportunities for parents to give input on the development and effectiveness of the School-Parent Compact and overall parent engagement practices.
    2) Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])
        a. Parent-teacher conferences are offered at least annually, and additionally as needed, to provide individualized updates on student progress and academic achievement.
        b. Parents have ongoing access to student grades, assignments, and attendance through the Aeries Parent Portal, allowing for real-time monitoring of student progress.
        c. Progress reports and report cards are issued at regular intervals to formally communicate student performance and academic standing.
        d. Teachers utilize platforms such as eKadence to share assignments, instructional materials, and feedback, providing families with continuous insight into student learning.

e. Additional communication, including emails, phone calls, and messaging platforms (ParentSquare), is used to provide timely updates and address concerns as they arise.

3) Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C. § 6318[d][2][C])
   a. The school provides reasonable access to teachers, administrators, and support staff through scheduled meetings, parent-teacher conferences, email, phone communication, and school communication platforms.
   b. Parent Learning Walks provide structured opportunities for families to visit classrooms, observe instructional practices, and engage in discussions about teaching and learning.
   c. The Parent Leadership Academy offers opportunities for parents to actively participate in the school community, develop leadership skills, and engage in school programs and decision-making processes.
   d. Family engagement events, such as Family Math Nights, provide opportunities for parents to participate in educational activities alongside their children and strengthen connections with school staff.
4) 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. § 6318[d][2][D])
   a. The school ensures ongoing two-way communication through multiple platforms, including ParentSquare, email, phone calls, and in-person meetings, allowing families and staff to exchange information and respond to questions in a timely manner.
   b. The school ensures language accessibility by utilizing bilingual staff, including vice principals, office staff, attendance staff, and registration personnel, who are fluent in English and Spanish to support clear and effective communication with families.
   c. Community Schools Team, along with site administration supports outreach, translation, and engagement efforts to ensure families can actively participate in school communication.

Part V: Adoption

This policy was adopted by South Junior High School on _____and will be in effect for the period of one year.

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Erika Sepulveda, President of School Site Council

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Date