



## **2022-23 Title I, Part A School-Level Parent and Family Engagement Policy**

Belle Haven 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, distributing to, 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]):

Parents will jointly develop the family engagement policy through the School Site Council meetings. Information will be distributed through Parent Square messages, and teacher communication.

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]):

Parents are welcome to attend SSC meetings to discuss and amend the policy if needed. Parents can also contact the principal (Masuda) through parent square or email to bring up policy concerns.

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]):

Ravenswood's district-level parent and family engagement policy is developed and approved by the DAC/DELAC. All families are invited to attend DAC/DELAC meetings and provide feedback.

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]):

Parents can contact school and district staff through Parent Square, can email Principal Masuda, and attend SSC/ELAC meetings. If there are any parent comments that reflect that the program is

not satisfactory, Ravenswood City School District will collect documentation and submit this to the State.

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 parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

This meeting is held during one of the SSC/ELAC meetings near the beginning of the school year. All families are invited to attend this meeting to hear about Title I Part A, and are also invited to all SSC/ELAC meetings to hear what is happening around the school and provide feedback. The school also offers a range of engagement meetings at convenient times for families, such as meetings in the morning or evening.

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 content covered in the annual Title I meeting is also available via email or by communicating with Principal Masuda. The school attempts to reach as many people as possible, through many communication methods, and staff attempt to find out when the best time for meetings and gatherings are, for most people.

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 parents 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 parents of participating children (ESSA Section 1116[c][3]):

Parents and family members are able to review last year's SPSA and discuss what worked, and what actions might need improving. Everyone is encouraged to share their concerns, opinions, and suggestion about how Title I Part A funds should be spent, how other resources should be allocated, and how actions should be implemented moving forward. Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in its School Plans for Student Achievement (SPSA). Parent and family member feedback is also gathered at school meetings/forums and combined SSC/ELAC meetings.

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 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 (ESSA sections 1116[c][4][A-C]:

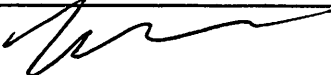

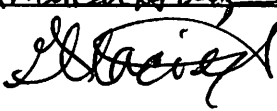
Information about these topics and the school is generally provided through the Back to School Night presentation, a schoolwide calendar and newsletter, the school website, and through communications via ParentSquare. At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards will also be explained to parents, including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments, and available interventions in reading, ELA and mathematics for students needing assistance.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents 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]):

Parents may provide comments and feedback at any SSC/ELAC meeting, through email, ParentSquare communications, or by requesting that other parents share their concerns through these methods. Any comments that reflect that the program is not satisfactory will be documented and submitted to the LEA.

Belle Haven 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 9/15/22. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 10/31/22.

## Signatures

Name	Title	Signature	Date
<b>Michelle Masuda Lee</b>	<i>Principal</i>		10/28/22
<b>America Arteaga</b>	<i>SSC/ELAC President</i>		10-28-22
<b>Guadalupe Maciel</b>	<i>SSC/ELAC Parent Representative to the DAC/DELAC</i>		10/28/22

*Template obtained from the California Department of Education, April 2020*



## **2022-23 Title I, Part A School-Parent Compact**

Belle Haven Elementary, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how 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; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

The school has dedicated department collaboration time and professional development to ensure that the teachers have the time to evaluate and plan curriculum to have standards rigor. The school is responsible to ensure that the students have the technology to access the online curriculum and the proper materials. Parents and family members are responsible for advocating if their child is missing work, or the technology at home is not working properly. The school commits to providing support to parents through regular family-teacher communication, regular SSC/ELAC meetings, and the use of ParentSquare. Information about how families can support their child's learning is shared, and families are encouraged to provide their opinions and suggestions about decisions which relate to the education of their children.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):


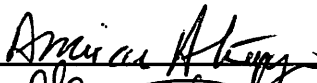

- A. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- B. frequent reports to parents on their children's progress;
- C. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- D. ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

The school agrees that communication between families and school staff is important. Families are encouraged to communicate with their child's teacher(s) via email, ParentSquare, and phone. The school Outreach Coordinator is also available to support effective communication, and all families are additionally invited to all SSC/ELAC meetings and Cafecitos. The school welcomes volunteers

and can talk with the Parent Outreach Coordinator to sign up for specific events. We also employ translators who can ensure parents receive important information in their home language. In addition, there are many bilingual employees to help with communication.

This Compact was established by Belle Haven Elementary on 9/15/22, and will be in effect until the next Compact is developed and approved, usually on an annual basis. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 10/31/22

## Signatures

Name	Title	Signature	Date
<b>Michelle Masuda Lee</b>	<i>Principal</i>		<i>10/28/22</i>
<b>America Arteaga</b>	<i>SSC/ELAC President</i>		<i>10-28-22</i>
<b>Lupe Maciel</b>	<i>SSC/ELAC Parent Representative to the DAC/DELAC</i>		<i>10/28/22</i>

*Template obtained from the California Department of Education, April 2020*



**Costaño School**  
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<http://costano.ravenswoodschools.org>

## **2022-23 Title I, Part A School-Level Parent and Family Engagement Policy**

Costano School of the Arts, 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, distributing to, 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]):

Parents will jointly develop the family engagement policy through the School Site Council meetings. Parent representatives will provide input on the development of the family engagement policy. Parents who are not SSC/ELAC members, but who are in attendance at SSC/ELAC meetings, will also be offered an opportunity to provide feedback. Information will be distributed through ParentSquare messages, and teacher communication. The policy will be offered in both English and Spanish. Additionally, the policy will be posted on the district website.

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]):

Parents are welcome to attend SSC/ELAC meetings to discuss and amend the policy if needed. Family members can also contact the principal directly to bring up policy concerns.

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]):

Ravenswood's district-level parent and family engagement policy is developed and approved by the DAC/DELAC. All families are invited to attend DAC/DELAC meetings and provide feedback.

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]):

Parents can contact school and district staff through Parent Square, can email the Principal, and attend SSC/ELAC meetings.

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 parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

This meeting is held during one of the SSC/ELAC meetings near the beginning of the school year. All families are invited this meeting to attend to hear about Title I Part A, and also invited to all regular SSC/ELAC meetings to hear what is happening around the school and provide feedback.

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 content covered in the annual Title I meeting is also available via email or by communicating with the Principal. The school attempts to reach as many people as possible, through many communication methods, and staff attempt to find out when the best time for meetings and gatherings are, for most people. Some meetings may be held online via video conferencing software.

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 parents 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 parents of participating children (ESSA Section 1116[c][3]):

Parents and family members are able to review last year's SPSA and discuss what worked, and what actions might need improving. Everyone is encouraged to share their concerns, opinions, and suggestion about how Title I Part A funds should be spent, how other resources should be allocated, and how actions should be implemented moving forward.

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 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 (ESSA sections 1116[c][4][A-C]:

Information about these topics and the school is provided through the Back to School Night presentation, a schoolwide calendar and newsletter, the school website, and through communications via ParentSquare. There are also many other school events and meetings that families have the opportunity to attend.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents 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]):

Parents may provide comments and feedback at any SSC/ELAC meeting, through email, ParentSquare communications, or by requesting that other parents share their concerns through these methods.

Costano School of the Arts' 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 11/15/22. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 12/16/22.

## Signatures

Name	Title	Signature	Date
<b>Nzinga Woods</b>	<i>Principal</i>	<i>Nzinga Woods</i>	<b>11/15/2022</b>
<b>Jesus Villalobos</b>	<i>SSC/ELAC President</i>	<i>Jesus Villalobos</i>	<b>11/15/2022</b>
<b>Jesus Villalobos, Claudia Diaz Elsa L. Sandavol</b>	<i>SSC/ELAC Parent Representative to the DAC/DELAC</i>	<i>Jesus Villalobos, Claudia Diaz Martinez, Elsa L Sandavol</i>	<b>11/15/2022</b>

Template obtained from the California Department of Education, April 2020



# 2022-23 Title I, Part A School-Parent Compact

Costano School of the Arts, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement. We will explore the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how 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; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

## **Teacher Commitment**

We fully commit to Costaño School in the following ways:

- We commit to arrive at school each day on time.
- We commit to plan and execute rigorous lessons to prepare our students for success.
- We commit to hold all of our students, parents, fellow staff members, and ourselves to high expectations and to our core values.
- We are committed to our own professional growth and constant learning.
- We commit to make ourselves available to our scholars and their parents to address any concerns.
- We commit to provide parents with updates on their child's progress.
- We commit to protect the safety, interests, and rights of all individuals.
- We commit to be the best teachers we can be, modeling excellence and taking no shortcuts in preparing our students for success in college and in life.

## **Parent/Guardian Commitment**

We fully commit to Costaño School in the following ways:

- We commit to have our scholar to school on time each day and in school for the entire day..
- We commit to communicating with our scholar's teachers to address concerns.
- We commit to attend all parent events and conferences.
- We commit to give the school updated phone numbers and any change of address.
- We commit to check our scholar's homework every night to make sure it is complete and their best work.
- We commit to being involved as much as possible by volunteering, reading the newsletters, and attending meetings.

## **Scholar Commitment**

I fully commit to Costaño School in the following ways:

- I commit to arrive at school each day on time and with a productive attitude.
- I commit to work hard, to be kind, and to help others at Costano School the entire day.
- I commit to discuss any concerns I have with my parents and teachers.
- I commit to behave in a way that ensures the safety, interest and rights of all individuals in the school.
- I commit to be responsible for my own behavior.
- I commit to our Core Values: Compassion, Integrity, Empower, Proud.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child’s achievement;
- frequent reports to parents on their children’s progress;
- reasonable access to staff, opportunities to volunteer and participate in their child’s class, and observation of classroom activities.
- ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

The school agrees that communication between families and school staff is important. Families are encouraged to communicate with their child’s teacher(s) via email, ParentSquare, and phone. The school Outreach Coordinator is also available to support effective communication, and all families are additionally invited to all SSC/ELAC meetings and Cafecitos. The school welcomes volunteers and can talk with the Parent Outreach Coordinator to sign up for specific events. We also employ translators who can ensure parents receive important information in their home language. In addition, there are many bilingual employees to help with communication.

This Compact was established by Costano School of the Arts on 11/15/22, and will be in effect until the next Compact is developed and approved, usually on an annual basis. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 12/16/22.

## Signatures

Name	Title	Signature	Date
Nzinga Woods	<i>Principal</i>	<i>Nzinga Woods</i>	<b>11/15/2022</b>
Jesus Villalobos	<i>SSC/ELAC President</i>	<i>Jesus Villalobos</i>	<b>11/15/2022</b>
Jesus Villalobos, Claudia Diaz, Elsa L. Sandavol	<i>SSC/ELAC Parent Representative to the DAC/DELAC</i>	<i>Jesus Villalobos, Claudia Diaz Martinez, Elsa L Sandavol</i>	<b>11/15/2022</b>

# **Los Robles-Ronald McNair Academy**

## **2022-23 Title I, Part A School-Level**

### **Parent and Family Engagement Policy**

Los Robles-Ronald McNair Academy, 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, distributing to, 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]):

Parents will jointly develop the family engagement policy through the School Site Council meetings. Parents are invited to regular SSC/ELAC meetings. In the fall, parents provide input on a wide range of school policies, including Title I, Part A programs. The school informs 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. Information is distributed through Parent Square messages, and teacher communication.

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]):

Parents are welcome to attend SSC meetings to discuss and amend the policy if needed. Parents can also contact the principal to bring up policy concerns. Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in its School Plans for Student Achievement (SPSA). Parent and family member feedback is also gathered at school meetings/forums and combined SSC/ELAC meetings.

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]):

Ravenswood's district-level parent and family engagement policy is developed and approved by the DAC/DELAC. All families are invited to attend DAC/DELAC meetings and provide feedback. Parents and family members are also encouraged to continue to provide feedback on areas of strength and improvement for the Local Control Accountability Plan (LCAP).

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]):

Parents can contact school and district staff through Parent Square, can email the Principal, and attend SSC/ELAC meetings. Ravenswood City School District will submit all written documentation of parent comments, that reflect that the program is not satisfactory, to the State.

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 parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

This meeting is held during one of the SSC/ELAC meetings near the beginning of the school year. All families are invited to attend this meeting to hear about Title I Part A, and are also invited to all SSC/ELAC meetings to hear what is happening around the school and provide feedback. The school also offers a range of engagement meetings at convenient times for families, such as meetings in the morning or evening.

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 content covered in the annual Title I meeting is also available via email or by communicating with the Principal. The school attempts to reach as many people as possible, through many communication methods, and staff attempt to find out when the best time for meetings and gatherings are, for most people.

In the fall, school administration meets with the school's parent leadership group to identify days and times that are most convenient for parents and families. Dates and times are scheduled monthly from September to December, and communicated to all families via ParentSquare. In the winter, school administration meets with the school's parent leadership group to revisit days and times that are most convenient for parents and families. Dates and times are scheduled monthly from January to May, and communicated to all families via ParentSquare.

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 parents 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 parents of participating children (ESSA Section 1116[c][3]):

Parents and family members are able to review last year's SPSA and discuss what worked, and what actions might need improving. Everyone is encouraged to share their concerns, opinions, and suggestions about how Title I Part A funds should be spent, how other resources should be allocated, and how actions should be implemented moving forward. Parents and family members will continue to provide feedback on areas of strength and improvement on school goals and actions as identified in its School Plans for Student Achievement (SPSA). Parent and family member feedback is also gathered at school meetings/forums and combined SSC/ELAC meetings.

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 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 (ESSA sections 1116[c][4][A-C]:



Information about these topics and the school is generally provided through the Back to School Night presentation, a schoolwide calendar and newsletter, the school website, and through communications via ParentSquare. At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and local standards will also be explained to parents, including the curriculum being used, grade-level expectations for proficiency, data reporting for state and local assessments, and available interventions in reading, ELA and mathematics for students needing assistance.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents 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]):

Parents may provide comments and feedback at any SSC/ELAC meeting, through email, ParentSquare communications, or by requesting that other parents share their concerns through these methods. Any comments that reflect that the program is not satisfactory will be documented and submitted to the LEA.

Los Robles-Ronald McNair Academy'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 10/26/22. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually within six weeks.

# Signatures

Name	Title	Signature	Date
Alex Quezada	<i>Principal</i>		1/17/23
Alara Guzman	<i>SSC/ELAC President</i>		1/17/23
	<i>SSC/ELAC Parent Representative to the DAC/DELAC</i>		

Template obtained from the California Department of Education, April 2020

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## **Los Robles-Ronald McNair Academy**

### **2022-23 Title I, Part A School-Parent Compact**

Los Robles-Ronald McNair Academy, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how 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; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

The Los Robles-Ronald McNair community is committed to the following:

As an educator, I understand the importance of the school experience to every student. I agree to carry out the following responsibilities to the best of my ability:

- I will teach a rigorous, relevant standard based instruction in every classroom, every day to ensure student learning.
- I will strive to address the individual needs of your child
- I will regularly communicate with you regarding your child's progress
- I will provide a safe, positive and healthy learning environment for your child
- I will be accessible to parents to support your child's success in school

As a student, I realize that my education is important. I know I am the one responsible for my own success. I agree to carry out the following responsibilities to the best of my ability:

- I will be prepared to learn
- I will take all communication home to my parent(s) / guardian
- I will complete all my assignments in a timely manner
- I will be responsible for my own behavior
- I will be respectful
- I will be a cooperative learner, a good listener, and actively participate in all my classroom assignments
- I will ask for help when needed

As a parent and/or guardian, I understand that my participation in my student's education will help his/her achievement and attitude. Therefore, I will continue to carry out the following responsibilities to the best of my ability:

- I will support my child's focus and self-control skills
- I will encourage my child to develop perspective taking skills
- I will create opportunities for my child to develop their communication skills
- I will support my child's capacity to make connections
- I will promote critical thinking opportunities for my child
- I will encourage my child taking on challenges
- I will foster self-directed and engaged learning experiences for my child



Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- frequent reports to parents on their children's progress;
- reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

The school agrees that communication between families and school staff is important. Families are encouraged to communicate with their child's teacher(s) via email, ParentSquare, and phone. Los Robles-Ronald McNair offers two, at a minimum, parent-teacher conferences each year to receive and give information about student achievement and programs. The school Outreach Coordinator is also available to support effective communication, and all families are additionally invited to all SSC/ELAC meetings and Cafecitos. The school welcomes volunteers and can talk with the Parent Outreach Coordinator to sign up for specific events. All communication from the school is presented in Spanish and English. All of the teachers at Los Robles-Ronald McNair are fluent in Spanish and ensure meaningful communication between families.

This Compact was established by Los Robles-Ronald McNair Academy on 10/26/22, and will be in effect until the next Compact is developed and approved, usually on an annual basis. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program within six weeks.

## Signatures

Name	Title	Signature	Date
Alex Quezada	Principal		1/17/23
Alara Guzman	SSC/ELAC President		1/17/23
	SSC/ELAC Parent Representative to the DAC/DELAC		





Cesar Chavez Ravenswood Middle School  
2450 Ralmar Street  
East Palo Alto, CA 94303

## **2022-23 Title I, Part A School-Level Parent and Family Engagement Policy**

Cesar Chavez Ravenswood Middle 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, distributing to, 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]):

Parents will jointly develop the family engagement policy through the School Site Council/English Learner Advisory Committee meetings. Information will be distributed through Parent Square messages, and teacher communication.

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]):

Parents are welcome to attend SSC/ELAC meetings to discuss and amend the policy if needed. Parents can also contact the principal through parent square or email to bring up policy concerns.

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]):

Ravenswood's district-level parent and family engagement policy is developed and approved by the DAC/DELAC. All families are invited to attend DAC/DELAC meetings and provide feedback.

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]):

Parents can contact school and district staff through Parent Square, can email the Principal, and

attend SSC/ELAC meetings. They can also schedule a phone or video-conferencing software appointment with school administration, through the front office. Ravenswood City School District will submit all written documentation of parent comments, that reflect that the program is not satisfactory, to the State.

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 parents of their school's participation under Title I, Part A and to explain the requirements and the rights of the parents to be involved (ESSA Section 1116[c][1]):

This meeting is held during one of the SSC/ELAC meetings near the beginning of the school year. All families are invited this meeting to attend to hear about Title I Part A, and also invited to all SSC/ELAC meetings to hear what is happening around the school and provide feedback. If parents or family members cannot attend and want information, then that information can be shared with parents during a time that is convenient to them.

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 content covered in the annual Title I meeting is also available via email or by communicating with the Principal. The school attempts to reach as many people as possible, through many communication methods, and staff attempt to find out when the best time for meetings and gatherings are, for most people. Meeting times can be offered in the morning and afternoon. Conferences are available from 8AM through 7PM during the conference days. Home visits are scheduled to meet family needs.

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 parents 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 parents of participating children (ESSA Section 1116[c][3]):

Parents and family members are able to review last year's SPSA and discuss what worked, and what actions might need improving. Everyone is encouraged to share their concerns, opinions, and suggestion about how Title I Part A funds should be spent, how other resources should be allocated, and how actions should be implemented moving forward. Families and students are also surveyed to help develop programs and events on campus. The SSC/ELAC reviews the SPSA goals, actions, and monitors implementation regularly.

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 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 (ESSA sections 1116[c][4][A-C]:

Information about these topics and the school is provided through the Back to School Night presentation, a schoolwide calendar and newsletter, the school website, and through communications via ParentSquare. At parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. The school will mail the State academic results home to families, and can provide the parents all other assessment results. Parents are invited to the learning portals with the grading system, assessment system, and curriculum to access real time assessment grades. If a child requires intervention or acceleration, the parent is informed and the student is offered a place in the class.

Describe how the schoolwide program plan, ESSA Section 1114(b), is not satisfactory to the parents 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]):

Parents may provide comments and feedback at any SSC/ELAC meeting, through email, ParentSquare communications, or by requesting that other parents share their concerns through these methods. They can also schedule a phone or video-conferencing software appointment with school administration, through the front office. Any comments that reflect that the program is not satisfactory will be documented and submitted to the LEA.

Cesar Chavez Ravenswood Middle 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 13 December 2022. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before 13 January 2023.

## Signatures

Name	Title	Signature	Date
Amanda Kemp	<i>Principal</i>	“approved via zoom”	Dec 16, 2022
Tina Collier	<i>SSC/ELAC Vice-President</i>	“approved via zoom”	Dec 13, 2022
Nitse Garcia	<i>SSC/ELAC Parent Representative to the DAC/DELAC</i>	“approved via zoom”	Dec 13, 2022



Cesar Chavez Ravenswood Middle School  
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## 2022-23 Title I, Part A School-Parent Compact

Cesar Chavez Ravenswood Middle School, and the parents of the students participating in activities, services and programs funded by Title I, Part A, agree that the School-Parent Compact outlines how the parents, the entire school staff, and the students will share in the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State high academic standards (ESSA Section 1116[d]).

Describe how 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; and participating, as appropriate, in decisions relating to the education of their children and positive use of extra-curricular time (ESSA Section 1116[d][1]):

The school has dedicated department collaboration time and professional development to ensure that the teachers have the time to evaluate and plan curriculum to have standards rigor. The school is responsible to ensure that the students have the technology to access the online curriculum and the proper materials. Parents and family members are responsible for advocating if their child is missing work, or the technology at home is not working properly. The school commits to providing support to parents through regular family-teacher communication, regular SSC/ELAC meetings, and the use of ParentSquare. Information about how families can support their child's learning is shared, and families are encouraged to provide their opinions and suggestions about decisions which relate to the education of their children.

Describe how the importance of communication between teachers and parents on an ongoing basis through, at a minimum the following means (ESSA sections 1116[d][2][A-D]):

- A. parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed at the compact relates to the individual child's achievement;
- B. frequent reports to parents on their children's progress;
- C. reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
- D. ensuring regular two-way, meaningful communication between family members and school staff, and to the extent practicable, in a language that the family members can understand.

Student progress reports are formally sent home once each trimester at minimum a month before

the grading period is over. Then, the report cards are sent home three times a year. Formal report card conferences are twice per year after the first and second trimesters. We also encourage parents to check their child’s work frequently on Infinite Campus. They can check their child’s work completion and attendance through the application on their phone. Parents and teachers can email, talk through Parent Square, or on the phone. The school welcomes volunteers and can talk with the Parent Outreach Coordinator to sign up for specific events. We also employ translators who can ensure parents receive important information in their home language. In addition, there are many bilingual employees to help with communication.

This Compact was established by Cesar Chavez Ravenswood Middle School on 13 December 2022, and will be in effect until the next Compact is developed and approved, usually on an annual basis. The school will distribute the Compact annually to all parents and family members of students participating in the Title I, Part A program on, or before 13 January 2023.

## Signatures

Name	Title	Signature	Date
Amanda Kemp	<i>Principal</i>	“approved via zoom”	Dec 16, 2022
Tina Collier	<i>SSC/ELAC Vice-President</i>	“approved via zoom”	Dec 13, 2022
Nitse Garcia	<i>SSC/ELAC Parent Representative to the DAC/DELAC</i>	“approved via zoom”	Dec 13, 2022

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