
PARENT/GUARDIAN AND FAMILY ENGAGEMENT POLICY

Sage Oak Charter Schools (“SOCS” or the “Charter School”) has developed a written Parent/Guardian and Family Engagement Policy (“Policy”) with input from Title I parents/guardians and families. SOCS has distributed the Policy to parents/guardians of Title I students by posting it on the school website and including it in the Parent/Guardian and Student Handbook. This Policy describes the means for carrying out the following Title I parent/guardian and family engagement requirements.

SOCS Expectations and Objectives

In establishing the Charter School’s expectations and objectives for meaningful parent/guardian and family involvement, SOCS has established the following practices:

1. SOCS involves parents/guardians and family members in the joint development of the Charter School’s Parent/Guardian and Family Engagement Plan.
 - a. Community meetings
 - b. Schoolsite Council
 - c. Stakeholder surveys
2. SOCS provides the coordination, technical assistance, and other support necessary to assist and build the capacity within the Charter School. This is accomplished through planning and implementing effective parent/guardian and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents/guardians and family members in education.
 - a. Parent/guardian trainings and webinars
 - b. Marketing coordinator
 - c. School-parent/guardian compact
 - d. Local Control Accountability Plan
 - e. Learning Continuity and Attendance Plan
3. SOCS coordinates and integrates parent/guardian and family engagement strategies to the extent feasible and appropriate, with other relevant federal, state, and local laws and programs.
 - a. ELAC
 - b. Title 1, Part A
 - c. Local Control Accountability Plan
4. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the Policy in improving the academic quality at the Charter School.

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- a. Stakeholder surveys
 - b. Local Control Accountability Plan/Learning Continuity and Attendance Plan engagement
 - c. Revisiting the parent/guardian and family engagement policy annually
5. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of barriers to increase participation by parents/families (with particular attention to economically disadvantaged parent(s)/guardian(s), those who are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background).
- a. ELAC
 - b. Local Control Accountability Plan/Learning Continuity and Attendance Plan engagement
 - c. Schoosite Council
 - d. Stakeholder Surveys
 - e. Marketing Coordinator
6. SOCS conducts, with the meaningful involvement of parents/guardians and family members, an annual evaluation of the needs of parents/guardians and family members to assist with the learning of their students, including engaging with Charter School personnel and teachers.
- a. Parent/guardian trainings and webinars
 - b. Stakeholder surveys
 - c. ELAC
 - d. Schoolsite Council
 - e. Local Control Accountability Plan/Learning Continuity and Attendance Plan engagement
7. SOCS conducts, with the meaningful involvement of parent(s)/guardian(s) and family members, an annual evaluation of strategies to support successful Charter School and family interactions.
- a. Stakeholder surveys
 - b. ELAC
 - c. Schoolsite Council
 - d. Local Control Accountability Plan/Learning Continuity and Attendance Plan engagement

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8. SOCS uses the findings of the annual evaluation to design evidence-based strategies for more effective parent/guardian and family engagement and to revise, if necessary, the Parent/Guardian and Family Engagement Policy. The leadership team evaluates the data received from the following items and makes the needed adjustments to increase effective parental and family engagement:
 - a. Stakeholder surveys
 - b. ELAC
 - c. Schoolsite Council
 - d. Local Control Accountability Plan/Learning Continuity and Attendance Plan engagement

9. SOCS involves parents/guardians in the activities of the Charter School to adequately represent the needs of the population.
 - a. Schoolsite Council
 - b. ELAC

Involvement of Parents/Guardians in the Title I Program

To involve parents/guardians in the Title I program at SOCS, the following practices have been established:

1. SOCS convenes an annual meeting to inform parents/guardians of Title I students about Title I requirements and their right to be involved in the Title I program.
 - a. The meeting will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students

2. SOCS offers a flexible number of meetings for Title I parents/guardians, such as meetings in the morning or evening.
 - a. The school will offer a one-time virtual meeting, along with a recorded version and an opportunity to submit questions

3. SOCS involves parents/guardians of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the Charter School's Title I programs and the Parent/Guardian and Family Engagement Policy. This is completed through the following:
 - a. Stakeholder surveys
 - b. Schoolsite Council
 - c. Local Control Accountability Plan/Learning Continuity and Attendance Plan engagement
 - d. Parent/guardian trainings and webinars

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4. SOCS provides parents/guardians of Title I students with timely information about Title I programs.
 - a. Parent/Guardian and Student Handbook
 - b. Receipt of Policies
 - c. Sage News weekly email communications
 - d. Direct communication via email to parents/guardians of Title 1 students

5. SOCS provides parents/guardians of Title I students with an explanation of the curriculum used at the Charter School, the assessments used to measure student progress, and the proficiency levels students are expected to meet.
 - a. Parent/Guardian and Handbook
 - b. Sage Oak Charter Schools website
 - c. Sage News weekly email communications
 - d. Parent/guardian trainings and webinars

6. If requested by parents/guardians of Title I students, SOCS provides opportunities for regular meetings that allow the parents/guardians to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their students.
 - a. Meetings will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students
 - b. Local Control Accountability Program/Learning Continuity and Attendance Plan stakeholder information meeting
 - c. Schoolsite Council

The Policy must be updated periodically to meet the changing needs of parents/guardians and the Charter School. If SOCS has a process in place for involving parents/guardians in planning and designing the Charter School's programs, the school may use that process if it includes adequate representation of parents/guardians of Title I students.

School-Parent/Guardian Compact

SOCS distributes to parents/guardians of Title I students a School-Parent Compact (the "Compact"). The Compact, which has been jointly developed with parents/guardians, outlines how they, the students, and the entire Charter School staff will share the responsibility for improved student academic achievement. It describes specific ways the Charter School and families will partner to help students achieve the state's high academic standards. It addresses the following legally required items, as well as other items suggested by parents/guardians of Title I students.

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1. SOCS's responsibility to provide high-quality curriculum and instruction to meet the challenging state academic standards.
2. The ways parents/guardians will be responsible for supporting their students' learning by participating, as appropriate, in decisions relating to the education of their students and positive use of extracurricular time.
3. The importance of ongoing communication between parents/guardians and teachers through monthly learning period meetings, at a minimum; frequent reports on student progress; access to staff; opportunities for parents/guardians to volunteer and participate in their student's education; and regular communication between family members and school staff.

The Charter School developed the Compact with Title I parent/guardian input and the Charter School distributes the Compact to Title I parents/guardians electronically.

Building Capacity for Involvement

SOCS engages Title I parents/guardians in meaningful interactions with the Charter School. The Charter School supports a partnership among staff, parents/guardians, and the community to improve student academic achievement. To help reach these goals, SOCS has established the following practices:

1. SOCS provides Title I parents/guardians with assistance in understanding challenging state academic standards, state and local assessments, and how to monitor and improve the achievement of their students.
 - a. Parent/guardian trainings and webinars
 - b. Weekly Sage News communication emails
 - c. Learning period meetings with the teacher of record
2. SOCS provides Title I parents/guardians with materials and training, as appropriate, to foster parent/guardian involvement to help them work with their students to improve achievement.
 - a. Parent/guardian trainings and webinars
 - b. Weekly Sage News communication emails
3. With the assistance of Title I parents/guardians, SOCS educates staff members about the value of parent/guardian contributions and how to reach out, communicate with, and work with parents/guardians as equal partners to implement and coordinate

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parent/guardian programs and build ties between parents/guardians and the Charter School.

- a. Staff professional development
 - b. Staff participation in family and student outreach events
4. SOCS coordinates and integrates the Title I parent/guardian involvement program with other programs, and conducts other activities to encourage and support parents/guardians in more fully participating in the education of their student.
- a. Parent/guardians trainings and webinars
 - b. School-sponsored events, field trips, socials, STEM day, Living History, Cultivate and Create
5. SOCS distributes information related to Charter School and parent/guardian programs, meetings, and other activities to Title I parents/guardians in a format and language that they understand.
- a. Meetings will be held virtually with email invitations being sent out to all parents/guardians of Title 1 eligible students
6. SOCS provides support for parent/guardian involvement activities requested by Title I parents/guardians.
- a. Stakeholder surveys
 - b. Title 1 information and feedback meeting
 - c. Schoolsite Council

Accessibility

SOCS provides opportunities for the participation of all Title I parents/guardians and family members, including parents/guardians with limited English proficiency, disabilities, and parents/guardians of migratory students. Information and school reports are provided in a format and language that parents/guardians understand, by:

1. Digital formats that can be translated with the use of technology
2. Presenting information in a way that is understandable by parents/guardians
3. Presenting information visually and verbally, as applicable