



## **School-Parent/Guardian Compact**

Sage Oak Charter Schools provides parents/guardians and family members of Title I, Part A students with a School-Parent/guardian Compact (Compact). This Compact, jointly developed with parents/guardians, outlines how shared responsibilities for enhancing student academic achievement will be distributed among parents/guardians, family members, school staff, and students. The Compact delineates specific strategies through which the school and families will collaborate to assist children in reaching the state's high academic standards. It addresses both legally mandated elements and additional suggestions put forth by parents/guardians and family members of Title I, Part A students, which include the following:

1. The Charter school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1]).
2. The ways in which parents/guardians and family members will assume responsibility for supporting their child's learning (ESSA Section 1116[d][1]).
3. The importance of maintaining continuous communication among parents/guardians, family members, and teachers through monthly learning period meetings and/or teacher conferences, progress reports, and accessibility to staff (ESSA Section 1116[d][2]).
4. Collaboration between parents/guardians and teachers, during which the Compact will be discussed concerning the individual child's progress (ESSA Section 1116[d][2][A]).
5. Consistent reporting to parents/guardians regarding their child's progress (ESSA Section 1116[d][2][B]).
6. Reasonable access to staff and the creation of opportunities for parents/guardians and family members to actively participate in their child's education (ESSA Section 1116[d][2][C]).

To fulfill these obligations, the school employs the following strategies:

1. The school ensures the student will be provided high-quality curriculum and instruction in accordance with the school's charter and board-approved policies.
2. Parents/guardians annually acknowledge and sign a receipt of policies and the school's master agreement.
3. Effective communication and access to staff will be facilitated through monthly learning period meetings and/or teacher conferences, school email communication, and the school's social media channels.
4. The Title I Family and Parent/Guardian Engagement Policy, along with the School-Parent/Guardian Compact, will be renewed annually.



5. Student progress will be reviewed during each learning period meeting and/or teacher conference. Report cards will be issued every semester, with progress reports provided after the 1st and 3rd quarters for high school students and those enrolled in high school courses.
6. Due to the school's educational model, parents/guardians will actively engage in their child's education. They will have access to staff via email and through monthly learning period meetings and/or teacher conferences.

The Charter school engages Title I, Part A parents/guardians, and family members to improve their child's achievement through meaningful interactions with the school. This Compact promotes a partnership among staff, parents/guardians, family members, and the community, aimed at improving student academic outcomes. To achieve these objectives, the school has established the following practices:

1. In what ways does the school provide Title I, Part A parents/guardians, and family members with assistance in understanding the state's academic content standards, and assessments, and how to monitor and improve the achievement of their child (ESSA Section 1116[e][1])?
  - a. Monthly learning period meetings and/or teacher conferences with the teacher of record.
  - b. The assignment of the work by the teacher will be completed by the student.
  - c. Regular review of local and state assessments and performance scores.
  - d. Utilization of the school's MTSS program, which offers support for academically struggling students.
2. In what ways does the school provide Title I, Part A parents/guardians, and family members with materials and training to help them improve the achievement of their child (ESSA Section 1116[e][2])?
  - a. Offering parent/guardian training and webinars.
  - b. Providing access to parent/guardian resources available on the Sage Oak website.
3. With the assistance of Title I, Part A parents/guardians, and family members, in what ways does the school educate staff members on the value of parent/guardian and family member contributions and how to work with these members as equal partners (ESSA Section 1116[e][3])?
  - a. Conducting teacher professional development.
  - b. Providing resources for teachers found in the school's teacher manual.
4. In what ways does the school coordinate and integrate the Title I, Part A parent/guardian involvement program with other programs and conduct other activities, such as resource centers, to encourage and support parents/guardians and family members in more fully participating in the education of their child (ESSA Section 1116[e][4])?
  - a. Sharing Title I goals and action items via LCAP.
  - b. Organizing academic, enrichment, and social events.



5. In what ways does the school distribute information related to school and parent programs, meetings, and other activities to Title I, Part A parents and family members in a format and language that the parents and family members can understand (ESSA Section 1116[e][5])?
  - a. Presenting information in a digital format that can be translated using technology.
  - b. Ensuring that information is presented in a manner that is easily comprehensible to parents.
  - c. Utilizing visual and verbal methods, as applicable, to convey information.
6. In what ways does the school provide support for parent and family member involvement activities requested by Title I, Part A (ESSA Section 1116[e][14])?
  - a. Leveraging the school's educational model, where parents actively participate in their child's education.
  - b. Organizing academic, enrichment, and social events.
7. The school provides opportunities for the participation of all Title I, Part A parents and family members, including those with limited English proficiency, disabilities, and migratory students. In what ways are the information and school reports provided in a format and language that parents and family members can understand (ESSA Section 1116[f])?
  - a. Offering information in a digital format that can be translated using technology.
  - b. Presenting information in a manner that is easily comprehensible to parents.
  - c. Using visual and verbal methods, as applicable, to convey information.

Sage Oak Charter Schools formally approved this Compact, and it will remain in effect throughout the 2025-26 academic year. The school will provide copies of the Compact to all parents and family members of students enrolled in the Title I, Part A program either during the onset of each school year in the fall or upon their identification.