



School-Parent/Guardian Compact

The Charter school distributes to parents/guardians and family members of Title I, Part A students a school-parent/guardian compact (Compact). This Compact, which has been jointly developed with parents/guardians, outlines how parents/guardians, the entire school staff, and students will share the responsibility for improved student academic achievement. This Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards. This Compact addresses the following legally required items, as well as other items suggested by parents/guardians and family members of Title I, Part A students:

1. The Charter school's responsibility is to provide high-quality curriculum and instruction (ESSA Section 1116[d][1])
2. The ways parents/guardians and family members will be responsible for supporting their child's learning (ESSA Section 1116[d][1])
3. The importance of ongoing communication between parents/guardians, family members, and teachers through, at a minimum, monthly learning period meetings, frequent reports on student progress, and access to staff (ESSA Section 1116[d][2])
4. Parent/Guardian-teacher discussion, at least annually, during which the Compact shall be discussed as it relates to the individual child's achievement (ESSA Section 1116 [d][2][A])
5. Frequent reports to parents/guardians and family members on their child's progress (ESSA Section 1116[d][2][B])
6. Reasonable access to staff and opportunities for parents/guardians and family members to participate in their child's education (ESSA Section 1116[d][2][C])

How does the school address this?

1. The school will provide high-quality curriculum and instruction as outlined in the school's charter
2. Parent/Guardian, student, and teacher receipt of policies will be signed annually along with the school's master agreement.
3. Communication and access to the staff are conducted and available through monthly learning period meetings, school email communication, and school social media outlets.
4. Title I Family and Parent/Guardian Engagement Policy and the School-Parent/Guardian Compact will be discussed annually.
5. Student progress is discussed at each monthly learning period meeting. Report cards are provided each semester unless parents/guardians have opted out of report cards (grade K-6 only). Progress reports are



provided after the 1st quarter and 3rd quarter for high school students and K-8 students taking high school courses.

6. Given the model of the school, the parents/guardians are highly active participants in their child's education.
7. Parents/guardians have access to staff via email and monthly learning period meetings.

The Charter school engages Title I, Part A parents/guardians and family members to improve the achievement of their child through meaningful interactions with the school. This Compact supports a partnership among staff, parents/guardians and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

1. In which ways does the school provide Title I, Part A parents/guardians and family members with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their child (ESSA Section 1116[e][1])?
 - a. Through monthly learning period meetings with the teacher of record
 - b. Pre-planning of assignments to be completed for the learning periods
 - c. Review of local and state assessments and performance score
 - d. The school's MTSS program that provides support for students that are struggling academically
2. In which 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. Parent/guardian training and webinars
 - b. Parent/guardian resources found on the Sage Oak website
3. With the assistance of Title I, Part A parents/guardians and family members, in which 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. Teacher professional development
 - b. Teacher resources found in the school's teacher manual
4. In which 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. The school will provide Title I goals and action items via LCAP
 - b. The school will provide parent/guardian and student outreach events, such as STEM day, field trips, Sage Oak socials, Living History, and the Cultivate and Create Art event



5. In which 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. Information will be presented in a digital format that can be translated with the use of technology
 - b. Information will be presented in a way that is understandable to parents
 - c. Information that will be presented visually and verbally, as applicable
6. In which 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. Given the model of the school, the parents are highly active participants in their child's education
 - b. The school will provide parent and student outreach events, such as STEM day, field trips, Sage Oak socials, Living History, and the Cultivate and Create Art event
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 which 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. A digital format that can be translated with the use of technology
 - b. Information is presented in a way that is understandable by parents
 - c. Information is presented visually and verbally, as applicable

This Compact was adopted by Sage Oak Charter Schools for the 2020-2021 school year and will be in effect for the period of the 2022-23 school year.

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program in the fall of each school year, or upon the identification.