Learning With Purpose

ANAHEIM UNION HIGH SCHOOL DISTRICT

College and Career Ready

Title I School-Level Parent and Family Engagement Policy

Sycamore Junior High School

2026-2027

With approval from the local governing board, Sycamore Junior High School has jointly developed with and distributed to parents and family members of participating children a written parent and family engagement policy, agreed upon by such families and updated periodically to meet the changing needs of families and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) Sycamore Junior High School's Parent Representatives on the School Site Council are involved in reviewing and adopting the Parent and Family Engagement Policy. As their fellow families select them, these representatives act to ensure that the document represents what Sycamore Junior High School offers and if any amendments need to be made. The Parent and Family Engagement Policy officially adopted at a School Site Council Meeting is made available to all stakeholders via the school website, the parent handbook, and in paper form in the Family Center, in both English and Spanish.

Part I: Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how Sycamore Junior High School shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

a) The school convenes an annual meeting at a convenient time, to which all families of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. This meeting occurs at a school-wide meeting where a presentation is given. Our Family and Community Engagement Specialist invites all families. (20 U.S.C. § 6318[c][1])

b) The school offers a flexible number of meetings, such as meetings are in person, hybrid or virtual, along with time set in the morning or evening. It may provide Title I funds, transportation, child care, or home visits, as such services relate to family engagement. Sycamore provides the following informational meetings: Monthly Coffee with the Principal meetings;Parent/Leadership Academy • Mental health workshops • Financial literacy workshops • 6-Year Plan workshop • Cultural events such as Noche de Altares • Counseling Advisory meeting • Family and Community Engagement Specialist • Community Schools Coordinator, Aeries workshops; and walk-in hours for parents to come to the Family Center for any help they may need. (20 U.S.C. § 6318[c][2])

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 schoolwide program plan. Sycamore Junior High School develops the parent and family engagement policy at School Site Council meetings. ELAC parents are invited to join and provide input (20 U.S.C. § 6318[c][3])

d) The school provides parents of participating children with the following:

i. Timely information about the Title I program. The Title I Coordinator provides Title I information to the School Site Council at scheduled meetings, a Coffee with the Principal meeting, and an ELAC meeting in the fall. (20 U.S.C. § 6318[c][4][A])

ii. 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. Parents/families are informed via curriculum letters sent by teachers, School Site Council principal reports, newsletters, FACES email communication, counseling parent meetings, and Coffee with the Principal meetings. (20 U.S.C. § 6318[c][4][B])

iii. If parents request opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to their children's education, and respond to any such suggestions as soon as practicably possible. Our FACES coordinates meetings for parents to share their suggestions/concerns. Our Parent/Leadership Academy, teach parents how to address their concerns and organize meetings to address the education of their children. (20 U.S.C. § 6318[c][4][C])

e) If the targeted program plan is not satisfactory to the parents and family members, the school will submit any parent comments on the plan when the school makes the plan available to the Local Education Agency. When parents and family members evaluate the Single Plan for Student Achievement, any dissenting views not able to be resolved will become available to the Local Education Agency (District Office). (20 U.S.C. § 6318[c][5])

Part II: Building Capacity for Involvement

To ensure parents' effective engagement and support a partnership among all stakeholders, the school involves 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 assists families 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. Families are invited and encouraged to attend Community School events, and Parent Ambassador meetings, along with a variety of events that are added as necessary. (20 U.S.C. § 6318[e][1])

b) The school provides materials and training to help families work with their children to improve their children's achievement, as appropriate, to foster family involvement. Families are encouraged to attend Parent Ambassador meetings, a variety of events, and Parent Leadership Academies. (20 U.S.C. § 6318[e][2])

c) The school educates teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of families, in the value and utility of contributions of families and in how to reach out to, communicate with, and work with families

as equal partners, implement and coordinate family programs, and build ties between families and the school. Professional Development classes that teach employees communication skills to foster our outreach to families are a requirement of all administrators, teachers, and instructional assistants throughout the year. (20 U.S.C. § 6318[e][3])

d) The school, to the extent feasible and appropriate, coordinates and integrates family engagement programs and activities with other federal, state, and local programs, and conducts other activities, such as family resource centers, that encourage and support families in more fully participating in the education of their children. Sycamore Junior High School's Family Center is led by our Family and Community Engagement Specialist (FACES) and supported by a translator. Our FACES coordinates our family engagement programs. (20 U.S.C. § 6318[e][4])

e) The school ensures that information related to school and family programs, meetings, and other activities is sent to families of participating children in a format and, to the extent practicable, in a language the families can understand. Phone calls, emails, newsletters, and text messages are sent to our families every Sunday and Wednesday in English and Spanish. (20 U.S.C. § 6318[e][5])

f) The school provides such other reasonable support for family engagement activities under this section as families may request. Sycamore Junior High School encourages family feedback. Families are encouraged to give input. (20 U.S.C. § 6318[e][14])

Part III: Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, Sycamore Junior High School, 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), The Family Center has Chromebooks available for families' use. 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 families understand. All communications are sent home to families in both English and Spanish. (20 U.S.C. § 6318[f])

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 families for all children served under this part a school-parent compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and how the school and families 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) Sycamore Junior High School provides high-quality curriculum and instruction in a supportive and effective learning environment that enables the students served under Title I, Part A to meet the challenging state academic standards and how each family 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. The School-Parent-Student Compact is made available to all families annually via the website and parent handbook. (20 U.S.C. § 6318[d][1])

b) Sycamore Junior High School stresses the importance of communication between teachers and families on an ongoing basis through, at a minimum, the following: (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences, IEP meetings, Parent/Counselor meetings, and family informational meetings, 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])

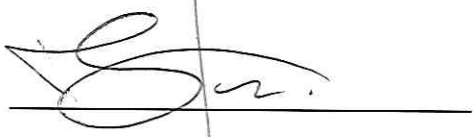
2. Frequent reports to families on their children's progress, including, but not limited to, progress reports, report cards, phone calls home, and Parent/Counselor meetings. (20 U.S.C. § 6318[d][2][B])

3. Reasonable access to staff, opportunities to volunteer and participate in their child's education, and observation of classroom activities through Parent Learning Walks. (20 U.S.C. § 6318[d][2][C])

4. To ensure regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand, we have parenting classes, Coffee with the Principal, At-Risk Counseling meetings, email addresses that are shared with all families, etc. (20 U.S.C. § 6318[d][2][D])

Part V: Adoption

Sycamore Junior High School adopted this policy on Wednesday, October 14, 2026, and will be in effect for the 2026-2027 school year.



Joshua Stern, SSC Chairperson

October 14, 2026