

Title I LEA-Level Parent and Family Engagement Policy
Hawthorne School District
2021-2022

- 1.0 The local governing board shall adopt and implement a policy on parent and family engagement. (California *Education Code* [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][2])
- 1.1 Hawthorne School District has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. (20 U.S.C. § 6318[a][2])

Hawthorne School District establishes a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review, evaluate and comment on the policy. The district invites input on the policy from other district committees and school site councils.

HSD has distributed the policy to parents and family members of children served under Title I, Part A. (20 U.S.C. § 6318[a][2])

The policy is distributed to parents and family members of children served through written letters and annual notifications.

To involve parents and family members in the Title I program at the Hawthorne School District the following practices have been established:

- a) The district shall incorporate the parent and family engagement policy into the district's plan. (20 U.S.C. § 6318[a][2])

The district's local control and accountability plan shall include goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.

- b) HSD involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])

The district will establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the LCAP in accordance with the review schedule established by the Governing Board. The district will invite input on the LCAP from other district committees and school site councils. The district will communicate with parents/guardians through district newsletters, web sites, surveys or other methods regarding the plan and the opportunity to provide input on the plan.

The district will ensure that there is an opportunity at a public Board meeting for public comment on the LCAP prior to the Board's approval of the plan or revisions to the plan.

- c) HSD provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

The district will ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans.

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. A Teacher on Special Assignment (TOSA) for Family Engagement provides support to each school site to plan and coordinate activities and best practices. Activities include Coffee with the Principal, Literacy/Math nights, parent information nights and workshops, and family events. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.

The district will inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students.

- d) HSD coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

Parent and family engagement activities for all programs, including State Preschool, English Learners, Special Education, are coordinated with those offered through Title I, Part A. HSD involves district and school site representatives from other programs to assist in identifying specific population needs.

- e) HSD conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

The district identifies the following:

- i. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])

The district annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions put into address the needs of families, such as holding meetings at different sites and different times, providing child care, and ensuring information is provided in a language and format easily understood by families.

- ii. The needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])

Workshops are offered, and information is provided, to families to support them with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, and assistance with completing school forms.

- iii. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

Each school develops a site parent and family engagement policy and school-parent compact designed to meet the needs of their families. Schools host family information nights, such as Math or Literacy Night, informal meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students achieve the state academic standards.

- f) HSD uses the findings of such evaluation in subparagraph (e) to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

- g) HSD involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

Each school designates family members to serve on the District Advisory Committee (DAC). The DAC reviews the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy.

1.2 The district policy on parent and family engagement for all schools (including Title I and non-Title I) in the district shall be consistent with the goals and purposes listed below. (EC §§ 11502, 11504, 11506)

- a) Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

All schools develop site parent and family engagement plans and school-parent compacts to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the website and materials sent home. The Family Engagement TOSA works collaboratively with schools to implement programs to support parents at home.

- b) Inform parents and family members that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in learning at home. (EC § 11502[b])

Information and resources are provided to parents on strategies to assist their children's learning at home through parent meetings and family nights. The Family Engagement TOSA supports schools with identifying techniques and strategies parents can use at home.

- c) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

Each school site jointly develops with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

- d) Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])

With the assistance of parents/guardians, the Family Engagement TOSA provides resources, information, workshops and training to teachers, principals and other school leaders and staff, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

- e) Integrate parent involvement programs into the school's master plan for academic accountability. (*EC* § 11502[e])

Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the School Plan for Student Achievement.

- 1.3 Districts receiving more than \$500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities. (20 U.S.C. § 6318[a][3][A])

The district reserves at least one percent of the Title I, Part A allocation to support district-wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum. District level staff are also in place to support family engagement.

- 1.4 Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. § 6318[a][3][B])

Each school designates family members to serve on the District Advisory Committee (DAC). The DAC reviews the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy.

- 1.5 Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

The district distributes 90 percent of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on poverty level.

- 1.6 Funds reserved by the district are used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[a][3][D][ii])
- c) Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (20 U.S.C. § 6318[a][3][D][iii])

- d) Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Funds reserved by the district for family engagement activities are used to support the activities and strategies addressed in this policy, including funding the Family Engagement TOSA. The TOSA provides information, resources, and professional learning to sites on best practices regarding engaging families; participates in community events for families and connects parents to resources; and organizes meetings, activities, and workshops to engage families.