

Title I School-Level Parent and Family Engagement Policy
Lompoc High School
October 25, 2023

2.0 With approval from the local governing board, Lompoc High School has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Input is requested during School Site Council, English Learner Advisory Committee (ELAC) and Parent-Teacher-Student Association (PTSA) meetings which are publicly announced and are open for any person to attend. The school has distributed the policy to parents and family members of children served under Title I, Part A. Our policy is posted on the school website and can also be reviewed in the office at any time. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

2.1 Involvement of Parents in the Title I Program

The policy describes the means for carrying out Title I parent and family engagement requirements. (20 U.S.C. § 6318[b][1])

To involve parents and family members in the Title I program at Lompoc High School, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all parents 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. (20 U.S.C. § 6318[c][1])
This meeting takes place in conjunction with the general PTSA meeting prior to Open House each year.
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent involvement. (20 U.S.C. § 6318[c][2])
Coffee with the Principal meets in the morning, Parent-Student-Staff Lunches are held during lunchtime, and School Site Council meetings are directly after school. Evening meetings held on various weekdays are ELAC, PTSA, grade level focus meetings, Back to School Night and Open House.
- 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. (20 U.S.C. § 6318[c][3])
This is done through School Site Council, ELAC, and PTSA several times throughout the year.
- d) The school provides parents of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
Meetings are announced via Parent Square, mailings, the Lompoc High School Student/Parent Handbook calendar of events, and social media posts.
 2. 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. (20 U.S.C. § 6318[c][4][B])
At Back-to-School Night teachers discuss curriculum, assessments and academic standards. These topics are also discussed at each grade level focus night.
 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
Parents have opportunities to formulate suggestions and participate in decisions relating to the education of their children at Coffee with the Principal, School Site Council, ELAC, PTSA, and grade level focus meetings.
- e) If the schoolwide program plan is not satisfactory to the parents of participating children, the school submits any parent comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])
Lompoc High School will provide opportunities for parents to review and comment on the plan during a variety of school-wide parent meetings and an online survey.

2.2 Building Capacity for Involvement (Parent and Family Engagement Policy Continued)

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted with Title I, Part A funds establishes the practices listed below. (20 U.S.C. § 6318[e])

- a) The school provides parents with assistance in understanding such topics as the challenging State academic standards, State and local 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. (20 U.S.C. § 6318[e][1])
This is done at grade level focus meetings and the annual Title I meeting.
- b) The school provides parents with materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])
This is done at grade level focus meetings.
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])

Activities include parent surveys and school-wide events such as Día de los Muertos and our Open House Carnival. We are working with our district parent engagement consultant to improve the collaboration with our Educational Partners.

- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
Lompoc High School is working with community partners such as Fighting Back Santa Maria, Family Service Agency, CADA, Grizzly Academy, Allan Hancock College, Santa Barbara Foundation, and more, to encourage and support families in their child's education.
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
Information is disseminated in English and Spanish through Parent Square, social media, and the Lompoc High School Student/Parent Handbook.
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
Parents have requested more information on gangs, drugs, safety, neighborhood violence, financial aid, mental health, alternative school settings, attendance, and additional community resources.

2.3 Accessibility

Lompoc High School, to the extent practicable, provides 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) 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 parents understand. (20 U.S.C. § 6318[f])

Lompoc High School continues to provide correspondence to families in their home language and by other means that meet their specific needs.

2.4 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 parents for all children served under this part a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the state's high standards. The school-parent compact shall carry out the requirements listed below. (20 U.S.C. § 6318[d])

- a) Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards, and the ways in which each parent 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. (20 U.S.C. § 6318[d][1])

In the classroom staff members will help parents to learn how to help their student succeed in school, tell parent(s) how their student is doing in school and provide up-to-date information on student progress, hold parent-teacher conferences as needed, hold students to the highest expectation for learning at Lompoc High School, and provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards.

At home, parent(s) will provide time and a place for their student to do homework, make sure their student gets to school on time every day, attend parent-teacher conferences as needed, make sure their student gets plenty of sleep and eats well, support the school discipline policy, continue to be aware of what their student is learning, encourage the importance of standardized tests, attend school related events/activities, regularly check Aeries for updated attendance and assignments, and communicate with teachers and/or counselors whenever questions or concerns arise.

- b) Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum, the requirements listed below. (20 U.S.C. § 6318[d][2])

1. Parent-teacher conferences in elementary schools, at least annually, 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])

As a high school we do not hold annual parent-teacher conferences. Teachers meet with parents annually for IEPs or 504s if applicable. They also meet with parents as needed or requested.

2. Frequent reports to parents on their children's progress. (20 U.S.C. § 6318[d][2][B])

Parents receive progress reports every six weeks prior to the semester report card. Parents are also given access to the Aeries portal to see how their student is progressing. For seniors in danger of failing a graduation requirement, an additional progress report is completed weekly the last two months of each semester.

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

Parents are given a list of staff emails in the handbook. They can also leave a voicemail message for teachers. Parents are encouraged to attend Parent-Student-Staff lunches throughout the year to have lunch with their student and

participate in activities. Parents can also chaperone field trips as needed. To observe a class, they can do so with 24-hour notice.

4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand. (20 U.S.C. § 6318[d][2][D])
Parents are able to call the school during business hours. We have multiple bilingual staff on site to ensure parents can communicate effectively. They can also email school staff at any time.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Single Plan for Student Achievement.*

***The policy must be updated periodically to meet changing needs of parents and family members and the school. If the school has a process in place for involving parents and family members in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*