Kornblum School

Title I, Part A School-Level Parent and Family Engagement Policy

This policy describes the means for carrying out designated Title I, Part A parent and family engagement requirements pursuant to ESSA Section 1116(c).

Each school served under this part shall jointly develop with, and distribute to, parents and family members of participating children a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). How are parents notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand? How is the policy made available to the local community? How and when is the policy updated periodically to meet the changing needs of parents and the school (ESSA Section 1916[b][1])?

To involve parents in the Title I, Part A programs, the following practices have been established:

- Parents and staff discuss the development of the Parent Involvement Policy during School Site Council meetings.
- The policy is distributed to parents during SSC and ELAC meetings. There are copies available in the office.
- Data is obtained from surveys and parent meetings to determine student and parent needs.
- The school's parent and family engagement policy is updated annually with input from both the staff and committee members.
- The school's parent and family engagement policy is made available to the local community by providing copies in the school's front office.

The school convenes an annual meeting to inform parents about Title I, Part A requirements and about the right of parents to be involved in the Title I, Part A program (ESSA Section 1116[c][1]). Add details about the annual meetings in the box below:

The Title 1 meeting was held at the beginning of the school year on September 4, 2025, at 5:00 pm.

- The Title 1 meeting covered the following topics:
  - Kornblum's participation in Title 1.
  - Requirements of Title 1.
  - Kornblum School is a Title 1 school.
  - The LEA Title 1 plan
  - School Plan for Student Achievement
  - Parent Workshops and Training
  - Home and School Compact

The school offers a flexible number of meetings for Title I, Part A parents, such as meetings in the morning or evening (ESSA Section 1116[c][2]). Add details about the meetings in the box below

Kornblum analyzes the results of the surveys to determine the best times to host parent meetings and workshops. Based on past attendance numbers, meetings are held in the mornings. Evening meetings are not suitable for Kornblum's working parents. Parents who are unable to attend are encouraged to meet with personnel to receive the information they missed from the meeting.

The school involves parents of Title I, Part A students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I, Part A programs and the Title I, Part A parent involvement policy (ESSA Section 1116[c][3]). How does the school involve parents?

Parents on the School Site Council are allowed time to discuss, review, and plan Title 1 topics during every SSC meeting. Representatives from ELAC are invited to attend SSC meetings to provide input and feedback. Other committees often relay information to the school principal for it to be discussed at SSC. To elicit responses from other parents, Kornblum sends out a survey in the fall and spring, allowing parents the freedom to share their opinions. During both ELAC and SSC meetings, parents are invited to help create, review, and improve the school's parent and family engagement policy. Parents are also invited to attend PTO meetings and other parent events. Additionally, the Community Schools Advisory Council holds monthly meetings.

The school provides parents of Title I, Part A students with timely information about Title I, Part A programs (ESSA Section 1116[c)(4][A]).

How does the school provide the information?

During the school year, parents receive information regarding Title 1 services through newsletters, automated messages, the school marquee, parent meetings, workshops, advisory committees, conferences, Peachjar flyers, and district, school, and classroom websites. Parents are provided information about the evaluation results of the Title 1 program through parent surveys and parent advisory committees.

The school provides parents of Title I, Part A students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet (ESSA Section 1116[c][4][B]).

How does the school provide the information?

Kornblum is a schoolwide Title 1 school. At the beginning of the year, teachers provide parents with information about the curriculum. Their Back-to-School presentations cover both the core curriculum and academic standards. In addition, we offer parent workshops that parents are invited to attend, such as HPA, math, and literacy workshops. The school website also provides links to support the core curriculum.

For state assessments such as SBAC and ELPAC, general meetings are held to explain and interpret the results. Additionally, each trimester, parents receive a report card and a detailed report outlining assessment results for all language arts and math benchmarks. These results are discussed during trimester conferences.

Staff members who present this information at general parent meetings are content experts. For example, the EL Special Projects teacher presents ELPAC information, while the Literacy Coach and Math Coach present SBAC information. Classroom teachers are trained in all content areas and are well-equipped to inform parents during conferences.

If requested by parents of Title I, Part A students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children (ESSA Section 1116[c][4][C]).

How does the school provide the opportunities?

Parent-teacher conferences are held twice a year for all students, but parents are encouraged to schedule a meeting at any time throughout the year as needed. If concerns arise—whether from parents, teachers, or student data—for Title I students, Student Success Team (SST) meetings are convened to identify and provide additional support. These meetings address and respond to both parent and teacher concerns.

The school engages Title I, Part A parents in meaningful interactions with the school. The Compact supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

All parents are invited to attend School Site Council (SSC) meetings, while parents of English Learners are invited to participate in English Learner Advisory Committee (ELAC) meetings. During these meetings, teachers and parents collaborate and offer suggestions that are used by the SSC to update the Home and School Compact each year. The Home and School Compact is reviewed and approved by the SSC. The Home and School Compact is discussed and signed by all parties involved—student, parent, and teacher—at the beginning of the school year.

The Home and School Compact fosters accountability among all parties. Students are responsible for always doing their best work, studying and reading at home, and

following the Cardinal Expectations. Parents are responsible for ensuring their child attends school daily and on time, and actively participate in their child's education. Teachers are responsible for delivering a rigorous instructional program aligned with the Common Core Standards.

The school provides Title 1, Part A parents with assistance in understanding the state's academic content standards, assessments, and how to monitor and improve the achievement of their children (ESSA Section 1116[e][1]).

Information about content, achievement standards, and state and local assessments is shared with parents throughout the year. At the beginning of the year, teachers share ideas of how parents can help their child at home. During SSC and ELAC meetings, the Literacy Coach and Math Coach share assessment information with the parents. Morning and evening parent meetings are also held to help parents understand the depth and importance of the state assessments.

At the beginning of the school year, a parent meeting is held to help parents understand the CAASPP data. Coaches guide parents on how to access the PowerSchool Parent Portal. Through the portal, parents can view CAASPP and ELPAC results, as well as monitor their child's attendance. The coaches provide parent workshops on content support and assessments. Trimester reports also provide parents with their student's results and progress on state and district assessments.

The school support staff receives information and guidance directly from the district, which is then shared with teachers.

The school provides Title I, Part A parents with materials and training to help them work with their children to improve their children's achievement (ESSA Section 1116[e][2]).

Workshops are provided throughout the year by the counselors and coaches. Materials are provided to help parents support their child.

Training is announced via the all-call messages, flyers, Class Dojo app, weekly bulletin from the principal, Peachjar, emails, the marquee, and the school website.

Training is related to the school's goals as they are based on data from the needs assessment, school assessment results, and parent input from the fall and spring surveys.

With the assistance of Title I, Part A parents, the school educates staff members in the value of parent contributions and in how to work with parents as equal partners (ESSA Section 1116[e][3]).

Site meetings allow opportunities for the staff to comfortably discuss how to better reach out to, communicate with, and work with parents as equal partners. Staff and parents collaborate through advisory committees, such as SSC and ELAC, to co-develop strategies that support student achievement. This partnership helps staff recognize the critical role of parents and encourages shared responsibility in education.

The school coordinates and integrates the Title I, Part A parental involvement program with other 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 (ESSA Section 1116[e][4]).

Kornblum's Family Resource Center provides a space for all Kornblum parents to receive assistance in enrolling their student(s). The community school teacher on special assignment (TOSA) and the full-time liaison work with parents to complete projects. The PTO meets to discuss upcoming student and teacher events. The PTO helps with the behavior at Kornblum by organizing the Cardinal Store sales. They also assist with fundraising events such as the book fair, fall and spring fundraisers, picture day, and parent events.

The school distributes Information related to school and parent programs, meetings, and other activities to Title I, Part A parents in a format and language that the parents understand (ESSA Section 1116[e][5]).

All parent communication, both oral and written, is provided in both English and Spanish.

The ELSP teacher, librarian, and office secretary provide oral and written Spanish translations for all school paperwork and meetings. Teachers may request a translation of any written communication being sent home.

During conferences, teachers who do not speak Spanish are provided with a translator. Ms. Tran, the ELSP aide, will translate for the parents who speak Vietnamese. The principal will request a translator from LACOE for the parents who speak languages that we cannot translate at the campus.

The school provides support for parental involvement activities requested by Title I, Part A parents (ESSA Section 1116[e][14]).

The school provides opportunities for the participation of all Title I, Part A parents, including parents with limited English proficiency, parents with disabilities, and parents

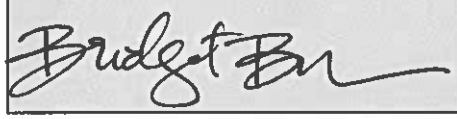
of migratory students. Information and school reports are provided in a format and language that parents understand (ESSA Section 1116[f]).

Parent workshops require various materials, such as copies of the PowerPoint presentation, folders, passports, and other items as needed. Materials are provided in Spanish for parents with limited English proficiency. Additionally, extra hours are allocated for translation by bilingual yard duty supervisors or aides when translations are needed for workshops, conferences, and meetings.

Please attach the School-Parent Compact to this document.

This policy was adopted by the Kornblum School on **June 11, 2026, and will be in effect for the period of June 19, 2026, through June 19, 2027**. The school will distribute the policy to all parents of students participating in the Title I, Part A program on or before June 19, 2026.

Bridget Brown



Signature of Authorized Official

June 11, 2026

Date

California Department of Education
July 2018

KORNBLUM SCHOOL
2026-2027
Home and School Compact

The Parent's Pledge

I understand the importance of my participation in my child's educational progress.
AS A PARENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

* Having my child attend school on time and remain in class for the duration of the school day. (8:30 AM - 2:30 PM K-3 8:30-3:00 PM - 4th & 5th)
* Scheduling appointments after school hours when possible.
* Acknowledging the importance of attendance for the full instructional day.
* Providing a quiet place and materials needed for my child to study.
* Listening to my child read and discussing the content daily. (20 minutes).
* Read to my child daily.
* Being involved in my child's education through participation in school events, parent conferences, parent meetings, parent chaperone meetings, and workshops.
* Having my child complete his/her homework (Monday – Friday).
* Making sure my child gets an adequate night's sleep, maintains a healthy diet, and is provided with a school uniform daily.
* Respect the traffic laws and school guidelines for drop off and pick up to ensure the safety of all members of the Kornblum community.
* I will observe and report conversations with my child about bullying behaviors.
* I will ensure that school property including technological devices are cared for while away from school.

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Parent/Guardian's Signature

The Student's Pledge

I understand that education is important to me and I am responsible for my own success.
AS A STUDENT, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

* Arriving to school on time and prepared to do my best work. (8:30 AM)
* Follow the Cardinal Expectations: Be Responsible, Be Respectful, Be Safe and Give My Best Effort
* Spending time at home reading and studying.
* Returning all homework completed and on time.
* Making up all missed assignments due to absences.
* I will not bully others. I will report bullying behavior.
* I will wear my school uniform daily.
* I will be respectful and thoughtful of other students, staff members and school property, including technological devices.

_____
Student's Signature

The Teacher's Pledge

I understand that education is important to every student's life.
AS A TEACHER, I WILL BE RESPONSIBLE FOR THE FOLLOWING:

* Providing a challenging instructional program by teaching Common Core grade level standards.
* Addressing the individual needs and strengths of all students.
* Assigning appropriate homework with clear instructions.
* Assisting parents with how to help children at home.
* Correcting and returning appropriate work in a timely manner.
* Helping students follow Cardinal Expectations and our Anti-Bullying Policy.
* Communicating with parents promptly and addressing their concerns.

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Teacher's Signature