Holtville
UNIFIED SCHOOL DISTRICT

Title I LEA-Level Parent and Family Engagement Policy

2026-27 School Year

1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2]) Every year, the LEA-level parent and family engagement policy is developed jointly with, agreed on with, and distributed to, parents and family members of participating children. The LEA-level Parent and Family Engagement policy is submitted to the HUSD Governing Board for review and approval. With the updates, the policy is distributed to parents and families.

1.1 Holtville Unified School District has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2]).]) The LEA-level parent and family engagement policy is developed jointly with, agreed on with, and distributed to, parents and family members of participating children on an annual cycle. The policy is distributed to parents at the beginning of every school year by sending a paper copy home with students, emailing an electronic version to all families, posting a paper form in the school office, keeping extra copies in the school office, and posting the policy on the school website. This allows parents to become aware and familiar with the policy independently. The policy is reviewed at a DELAC/LCAP Parent Advisory Committee meeting. Input from parents and other members at those meetings helps develop the plan. Further discussion and review help the committee agree on the policy. Furthermore, the policy is discussed at site-level staff meetings and School Site Council meetings. Additional input is gathered through an annual LCAP Parent survey offered to all families at HUSD. The policy is submitted to the HUSD Governing Board for review and approval. With the updates, the policy is distributed to parents and families. The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2]) The HUSD LCAP addresses parent and family engagement in Goal 3: HUSD will provide an educational experience that promotes a culture of school connectedness and involvement, student health and well-being, and the safety and security of pupils, staff, and parents. Goal 3, Action 3 is to provide additional parent involvement.

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

a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])
One metric in goal 3 is the percentage of parents who feel their child's school seeks parent input in decision making and encourages parental participation. A

question in the LCAP Parent survey asks parents and families to rate the level at which they agree their child's school seeks parent input in decision making and encourages parent participation. In the 2025-26 Parent LCAP Survey, 85.92% of parents agree or strongly agree. The results from the LCAP Parent survey help inform the development of the LCAP, LCAP Federal Addendum, and the LEA-level Parent and Family Engagement policy.

b) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA 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])

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. All school sites facilitate parent-teacher conferences during the 2nd week of the 2nd quarter. In the conferences, teachers review California state standards, the assessments that students will take during the year, and strategies for improving their child's success and helping their child's learning at home. Strategies include setting up online, two-way communication between teacher and parents, resources for homework help, online gradebook access for parents. The district provides support to school staff on creating communication platforms such as ParentSquare and technical assistance to school staff and parents on ParentVue, the online gradebook portal. Other activities include parent information nights, achievement ceremonies, academic content nights, reading on the lawn, and carnivals. Activities for each site are described in each school's Title I Parent and Family Engagement Policy and their School Plan for Student Achievement (SPSA).

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

Parent and family engagement is prioritized in the HUSD LCAP, Migrant Program, SPSAs, and EL Master Plan. For example, Goal 3 of the LCAP involves school connectedness. One of the actions for Goal 3 is additional parental involvement. HUSD coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

d) The LEA 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])

HUSD collaborates with various parent advisory committees with the goal of improving student outcomes. This includes presentations on LCAP goals, CA School Dashboard data, and Local Priorities data. HUSD administers surveys to all parents seeking input regarding school climate, parent engagement,

professional development needs, and top priorities for LCAP targeted actions. Annually, parent advisory committee members participate in the evaluation of the Title I Parent and Family Engagement Policy by providing input at district and site meetings and by completing the LCAP survey.

The LEA identifies the following:

1. 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])

HUSD annually conducts a needs assessment with parents and families to evaluate the effectiveness of the parent and family engagement policy and to identify barriers to greater participation by parents in activities authorized by this section with particular attention to parents who are disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The needs assessment is conducted through a combination of parent surveys, parent committee meetings, staff meetings and leadership team meetings.

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

Needs and barriers are identified through this process, then actions are developed to address the needs of families, such as providing translated information and presentations, offering flexible meeting times, and distributed information using various methods. The LEA also supports learning at home by offering homework support for parents.

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

One barrier that has been identified is communication from the school. HUSD offers alternative options for parent communication, including phone, email, and communication apps such as ParentSquare. Parents recommend the district send more information, such as current class grades.

e) The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument 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])

As stated in the previous paragraph, the results from parent surveys and the needs assessment are used to implement evidence-based strategies to improve family engagement and to revise the HUSD Title I Parent and Family Engagement Policy regularly. For example, teachers and staff send regular text-based updates via ParentSquare that translate automatically into parents' home languages highlighting upcoming major projects, attendance alerts, and actionable steps parents can take at home to support learning.

f) The LEA 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])
Every year, HUSD engages with parents and families from the following committees to gather input regarding the HUSD Title I Parent and Family Engagement Policy and the use of Title I, Part A funds, including how funds reserved are allotted for parental involvement activities: DELAC, PAC, and MPAC. In addition, all parents can provide input through the LCAP Parent Survey. Discussion in the meetings and questions from the survey include improving parent and family engagement strategies by providing professional development for LEA and school personnel. The input gathered through the advisory meetings and the survey helps to develop, review, and revise the current parent and family engagement policy.

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

a) Engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])
Every year, the LEA conducts parent-teacher conferences. During the conferences, the California Common Core State Standards are reviewed with parents. The annual summative state assessments are also reviewed with parents. Annually, the district reviews the results of the summative state assessments at a regular school board meeting and at staff meetings at each of the school sites.

b) Inform parents 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])
The LEA conducts interim assessments for CAASPP and ELPAC assessments throughout the year in class. The LEA also reviews the availability of practice tests to complete at home.

c) Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c]) The LEA uses Title I reservations to provide direct services to students and to enhance parent and family engagement by providing school sites with online communication surveys. During back-to-school nights at school sites, instructions on setting up ParentSquare classes for parents are reviewed and distributed to the

parents unable to attend the back-to-school night. The two-way communication between family members and the school allows parents to ask the teacher questions to better assist their children in support of classroom learning activities. Furthermore, the two-way communication allows the teacher to extend class time and availability to family members.

d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])

The LEA supports teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners by providing training on ParentSquare, the online, two-way communication tool. Furthermore, the LEA supports all staff by offering professional learning opportunities before the school year begins and throughout the school year.

e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])

Parent and family engagement is prioritized in the HUSD LCAP. For example, Goal 3 of the LCAP involves school connectedness. One of the actions for Goal 3 is additional parental involvement. The LEA uses the responses from the LCAP surveys to update the HUSD LCAP.

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

In LCAP Parent surveys, parents prefer alternative options for parent communication, including phone, email, and communication apps such as ParentSquare. In LCAP Parent surveys, parents recommend the district send more information, more frequent communication, and constant communication with student and parents. As a result, the LEA uses Title I funds to enhance parent and school communication using online two-way communication tools such as ParentSquare.

1.4 Funds reserved by an LEA shall be 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 such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The LEA uses Title I reservations to provide direct services to students and to enhance parent and family engagement by providing school sites with online communication tools, such as ParentSquare. Furthermore, reservations are used to partially fund direct administrative services including AVID District Leadership and administrator professional development which include strategies to enhance parent and family engagement.

*It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.

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