

Willow Creek Elementary School District

PARENT AND FAMILY ENGAGEMENT

BP 6020

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent and family engagement contributes greatly to student achievement and a positive school environment.

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])

1.1 The Willow Creek Elementary School District (WCESD) have discussed important elements of a parent and family engagement policy. (20 U.S.C. § 6318[a][2].)

The LEA incorporates the Parent and Family Engagement Policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])

All parents and family members play an important role in the development of the Local Control Accountability Plan (LCAP). The LCAP sets goals, plans actions, and leverages resources to meet academic goals to improve student outcomes. All parents are encouraged to provide input through surveys and meetings designed to solicit parent input on the LCAP goals and funding priorities. The SSC is also involved in the LCAP planning process. The District invites stakeholders through SSC, Board meetings, and school events to be part of the development and evaluation of the plan.

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

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])

a. The Superintendent or designee works with parents, family members, and staff to develop meaningful opportunities at all grade levels for parents and family members to be involved in school activities through advisory, decision-making, advocacy roles, and activities to support learning at home. Parent and family engagement is also woven into the LCAP to ensure it is a systemic goal throughout the district.

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])

Parents and family members are encouraged through multiple means to participate at the SSC meetings or at school functions. Parent surveys and multiple site meetings allow all parents and interested educational partners to provide valuable input on the LCAP. The WESD utilizes a continuous LCAP cycle of improvement to frequently engage educational partners throughout the development, implementation, and review and adjustment of the district's efforts towards student achievement.

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])

The district plans to offer training that engages, empowers, and transforms families by providing the knowledge and the skills to partner with schools and communities to ensure their children achieve their full potential. By developing parent training on educational topics of interest to parents and family members, the WCESD will actively engage educational partners to bridge the home to school gap. Parents and family members will be instrumental in creating the courses offered. Training courses on social-emotional learning (SEL) for adults are offered through the county office and partners and information is given to parents to attend.

d. The LEA will conduct, 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 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])

Working with parents who have specific barriers requires knowledge of the barriers before they can be addressed. Examples for low-income parents include holding proximal involvement events to overcome transportation issues, scheduling multiple meeting times to allow for parents who have multiple jobs or non-conventional 9-5 schedules to attend, and providing child care to facilitate participation in meetings and activities. Limited English proficiency parents and families are supported through translation services to hold meetings in the parents' native language when possible and structuring meetings to match ethnic minority cultural values. The WCESD continues to grow these efforts.

2. 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])

Through formal means such as School Site Council (SSC) and less formal avenues such as school fairs, parent and family nights, family involvement days, and a general open policy of parent and family engagement, parents and family members are welcomed into the school environment as the true partners they are.

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

The importance of collaboration to build community and trust between the school and family drives the process from the top down while encouraging parents and school sites to respond. Success with these efforts drives data back up to the top in order to reflect and adapt processes of active engagement. Strategies include large school gatherings, small sub-group meetings, parent teacher conferences, as well as a robust Student Study Team (SST) process for struggling students.

All schools jointly develop a School-Parent Compact with parents outlining how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. The Compact describes specific ways the school and families will partner to help children achieve the state's high academic standards and are based on validated methods to improve engagement.

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])

Annual Title I meetings are conducted at all Title I sites. The meetings create a scheduled platform for interaction, but dialogue on academic achievement is active throughout the entire school year. SSCs approve all Title I expenditures making the Title I program adaptable to meeting the needs of those students who are not achieving at grade level. Parents and family members are encouraged to be a part of the planning, design, implementation, and evaluation on an ongoing basis. In addition, PIQE, GLAD trainings, and other site specific parent institutes are held to increase parent ability to work synergistically with the school district.

c. Build consistent and effective two-way communication between 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])

A host of varied methods to encourage parent and family member engagement are incorporated into the educational program. The district and sites create newsletters and parent updates to keep parents and family members apprised of opportunities designed specifically to welcome them to the campus. A communication system also keeps parents and family members updated on parent and family engagement opportunities as well as other important district and site notifications. Notifications are delivered via ParentSquare, social media, voice messages, texts, or emails. Back-to-school nights kick off the school year and set the tone for active engagement. Many sites publish parent

handbooks that contain a calendar of events marking important parent and family engagement opportunities. The district hosts a website, www.mjUSD.com, with individual links to all school sites. The website is utilized at both the district and site level as well as by the Board of Education to post information and keep parents and family members up to date. Parents and family members are involved in proactive approaches to establishing the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success. Parents are also able to communicate through the AERIES Parent Portal and can view and be involved in the grading and progress of their students.

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

Administrators are guided by the California Professional Standards for Education Leaders (CPSELs) in creating environments that are based in effective school to home communication. Professional development on cultural inclusion and implicit bias will provide tools for teachers and administrators to better engage our community in supporting the educational process. Continued training will be provided to enhance differentiated communication styles to reach the district's large low socio-economic status population.

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

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])

1.3 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])

One percent of the district's Title I allocation is reserved for parent and family engagement activities and distributed to Title I school sites. Parent and family engagement funds are tracked through their own accounting code to ensure the allocation is transparent and effectively utilized.

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 agencies parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The MJUSD helps connect school sites with community in a multitude of ways. In alignment with our policies, the format of parent and family engagement meetings are continually being adapted based on parent feedback to increase participation. Video conferencing tools allow parents and family members to participate virtually in the educational process without having to physically be on campus. During administrative meetings, site administrators are trained on communication barriers with disenfranchised student populations and effective strategies for guiding student conversations. Continual outreach is necessary to meet families at a place where they can confidently feel like they have access to the school in a manner that supports their needs and student learning outcomes.

approved:
Instruction

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