



LA HABRA CITY SCHOOL DISTRICT  
BOARD OF EDUCATION - REGULAR MEETING

**AGENDA**

District Office - Board Room  
500 N. Walnut Street, La Habra, CA 90631

Thursday, December 17, 2020 06:00 PM

**5:00 p.m. – Closed Session**

**6:00 p.m. – Call to Order/Regular Meeting**

**(Meetings are recorded for use in official minutes)**

Pursuant to Governor Newsom's Executive Order N-29-20, this Regular Meeting of the La Habra City School District Board shall be held by teleconference. Trustees of La Habra City School District Board and the public shall participate in this meeting via teleconference. The Public may view this meeting by accessing the following link [lahabraschools.org/live](https://lahabraschools.org/live). Public comments may be submitted by email to [publiccomment@lahabraschools.org](mailto:publiccomment@lahabraschools.org) on or before 3:00 p.m. on Thursday, December 17, 2020. Please limit comments to 300 words or less. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. All comments submitted will be read aloud during the meeting. All email correspondence relating to this meeting will become part of the Board minutes. Closed Session begins at 5:00 p.m. and will reconvene into Open Session at 6:00 p.m. Closed Session will be conducted in accordance with applicable sections of California Law.

**1. Formal Call to Order**

**Start time: 05:00 PM**

**2. Adjourn the Meeting to Closed Session**

**3. Closed Session**

**a. Public Employee Performance Evaluation**

Title: Superintendent of Schools Government Code 54957

**b. Public Employee Discipline/Dismissal/Release/Personnel Matters**

Government Code Sections 54954.5(d), 54957

**4. Second Call to Order**

**Start time: 06:00 PM**

- Welcome

- Pledge of Allegiance

## 5. Report from Closed Session

## 6. Action Item: Adoption of Agenda (Action)

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

## 7. Annual Organizational Meeting

[Organization Meeting \(p. 6\)](#)

### a. Oath of Office

### b. Election of Board Members

1. Nomination for Board President (Action)
2. Nomination for Board Clerk/Vice President (Action)
3. Appointment of Superintendent as Board Secretary (Action)

### c. Designate/Approve Board Committee Representatives (Action)

[Commissions and Committees \(p. 7\)](#)

### d. Adoption of the 2021 Calendar of Regular Board Meetings (Action)

[Upcoming Board Meetings \(p. 8\)](#)

### e. Adjourn to Regular Meeting

## 8. Action Item: Approval of Minutes of the Special Meeting of December 10, 2020. (Action)

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

## 9. Correspondence: Clerk of the Board

## 10. Public Interest:

2020-2021 Curriculum Update - Presenters:

Dr. Sheryl Tecker, Assistant Superintendent, Educational Services

Jody Green, Teacher on Special Assignment (TOSA) Technology

## 11. Public Comment

Persons who wish to comment on topics included on the Open Session Agenda are invited to submit comments via email to the following email - [publiccomment@lahabraschools.org](mailto:publiccomment@lahabraschools.org) on or before 3:00 p.m. on December 17, 2020. Please limit comments to 300 words or less. Speaking time is limited to three (3) minutes per speaker with a maximum of twenty (20) minutes per topic. All comments submitted will be read aloud during the meeting. Please note, all email correspondence relating to this meeting will become part of the Board minutes. Matters not on the agenda may neither be acted upon nor discussed by the Board, but will be researched and responded to in any one of the following ways: 1) by telephone after research; 2) by mail after research; or 3) at a subsequent Board meeting as an agenda item.

## 12. CONSENT CALENDAR (Action)

Motion\_\_\_\_\_ Second\_\_\_\_\_ Roll Call\_\_\_\_\_

**a. EDUCATIONAL SERVICES**

**(Consent Agenda)**

**1. Contract Reports - Educational Services**

[Educational Services \(p. 9\)](#)

**2. Staff Development**

[Staff Development \(p. 10\)](#)

**b. BUSINESS SERVICES**

**(Consent Agenda)**

**1. Field Contracts**

[Field Contracts \(p. 11\)](#)

**2. Expenditures Report**

[Expenditures \(p. 13\)](#)

**c. PERSONNEL SERVICES**

**(Consent Agenda)**

**1. Separations/New Hires**

[Separations \(p. 14\)](#)

[New Hires \(p. 15\)](#)

**2. Change of Status**

[Change of Status \(p. 17\)](#)

**13. GENERAL MATTERS**

**a. Information Item/Action Item: Title I, Part A Parent and Family Engagement Policy**

**(Action)**

It is recommended that the Board approve the Title I, Part A Parent and Family Engagement Policy for the District and School level.

**Motion**\_\_\_\_\_

**Second**\_\_\_\_\_

**Roll Call**\_\_\_\_\_

[Parent Engagement Policy Memo \(p. 18\)](#)

[LHCS District-Level Parent and Family Engagement Policy 2020-2021 \(p. 19\)](#)

[Arbolita School-Level Parent and Family Engagement Policy 2020-2021 \(p. 24\)](#)

[El Cerrito School-Level Parent and Family Engagement Policy 2020-2021 \(p. 31\)](#)

[Ladera Palma School-Level Parent and Family Engagement Policy 2020-21 \(p. 38\)](#)

[Las Lomas School-Level Parent and Family Engagement Policy 2020-2021 \(p. 45\)](#)

[Las Positas School-Level Parent and Family Engagement Policy 2020-2021 \(p. 51\)](#)

[Sierra Vista School-Level Parent and Family Engagement Policy 2020-2021 \(p. 58\)](#)

[Walnut School-Level Parent and Family Engagement Policy 2020-2021 \(p. 65\)](#)

[Imperial Middle School-Level Parent and Family Engagement Policy 2020-2021 \(p. 72\)](#)

[Washington Middle School-Level Parent and Family Engagement Policy 2020-2021 \(p. 79\)](#)

**b. Action Item: Approval of School Calendars for 2021-22 & 2022-23**

**(Action)**

Trustees are requested to approve the school calendars for 2021-22 & 2022-23 school years.

**Motion**\_\_\_\_\_

**Second**\_\_\_\_\_

**Roll Call**\_\_\_\_\_

**c. Information Item: First Reading of Select Board Policies**

**(Information)**

Trustees will review a first reading of new/revised Board Policies (BP) per California School Board Association recommended for BP 6174 - Education For English Learners.

[Board Policies Memo - 1st Reading \(p. 89\)](#)

[BP6174 - Education For English Learners - 1st Reading \(p. 90\)](#)

**d. Action Item: Approval of Second Reading of Select Board Policies**

**(Action)**

Trustees are requested to approve a second reading of new/revised Board Policies (BP) per California School Board Association recommended for BP 6020 - Parent Involvement, BP 6142.7 - Physical Education and Activity and BP 6173 - Education for Homeless Children.

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Roll Call** \_\_\_\_\_

[Board Policies Memo - 2nd Reading \(p. 98\)](#)

[BP6020 - Parent Involvement - 2nd Reading \(p. 100\)](#)

[BP6142.7 - Physical Education and Activity - 2nd Reading \(p. 104\)](#)

[BP6173 - Education for Homeless Youth - 2nd Reading \(p. 109\)](#)

**e. Action Item: Approval of Sixth Amendment to the Superintendent's Contract**

**(Action)**

Trustees are requested to consider approval of the Sixth Amendment to extend the Term of the Superintendent's employment agreement. In a closed session meeting held on December 10, 2020, Trustees completed the Superintendent's evaluation and based on a satisfactory status, in accordance with the terms of the Superintendent's Contract, the Superintendent's employment agreement is extended from June 30, 2023, to June 30, 2024, inclusive of the seventh (7) step Administrative Salary Schedule.

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Roll Call** \_\_\_\_\_

[Sixth Amendment to Superintendent's Contract \(p. 113\)](#)

**14. BUSINESS MATTERS**

**a. Action Item: Approval of Resolution #13-2020 - Apply For and Secure Grant Funding**

**(Action)**

Trustees are requested to adopt Resolution #13-2020 - Authorization to apply for and secure grant funding from the South Coast AQMD PA2021-02 AB923 Lower Emission School Bus Program.

**Motion** \_\_\_\_\_

**Second** \_\_\_\_\_

**Roll Call** \_\_\_\_\_

[Resolution 13-2020 Memo \(p. 115\)](#)

[Resolution 13-2020 \(p. 116\)](#)

**b. Action Item: Approval of 2021 California Minimum Wage Increase Impact on Three Classified Positions**

Trustees are requested to approve the 2021 California minimum wage Increase impact on three classified positions.

Motion\_\_\_\_\_

Second\_\_\_\_\_

Roll Call\_\_\_\_\_

[Minimum Wage Increase Memo \(p. 117\)](#)

15. Board/Superintendent Comments:

16. Adjournment

Motion\_\_\_\_\_

Second\_\_\_\_\_

Roll Call\_\_\_\_\_

17. NEXT BOARD MEETING:

The next regular meeting of the Board of Education is tentatively scheduled for January 14, 2021 at 6:00 p.m., at the District Education Board Room, 500 N. Walnut Street, La Habra, California.

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La Habra City School District is a tobacco-free district. Tobacco use is prohibited on District property at all times. Any individual with a disability who requires reasonable accommodation to participate in a Board meeting may request assistance by contacting the Superintendent's Office at 562-690-2300; fax: 562-690-4154.

**LA HABRA CITY SCHOOL DISTRICT – BOARD OF EDUCATION MEETING**  
**DECEMBER 17, 2020**

**TOPIC:** ANNUAL ORGANIZATIONAL MEETING

**DESCRIPTION:** Education Code Section 35143 and 72000 requires the governing board of each school district to hold an annual organizational meeting and election within the prescribed 15-day period. Organizational meetings in years in which no such regular election for governing board members is conducted shall be held during the same 15-day period on the calendar.

Board President will conduct the Annual Organizational meeting as follows:

- a. Election of Officers
  1. President
  2. Clerk/Vice President
- b. Appointment of Secretary to the Board of Education

**RECOMMENDATION:** In accordance with Board Bylaw 9100, it is recommended that the Board of Education hold its Annual Organizational Meeting and:

- Elect a:
  - President
  - Clerk/Vice President
- Appoint:
  - Current Superintendent as Secretary to the Board of Education

LA HABRA CITY SCHOOL DISTRICT  
Board Representation Assignments for 2021

<u>Focus Area</u>	<u>Appointment of</u>	
	<u>2020</u>	<u>2021</u>
<b>Personnel Commission Representative</b> <ul style="list-style-type: none"><li>· Consults with the Classified Personnel Director about classified matters, if necessary</li><li>· Attends monthly Personnel Commission meetings</li></ul>	John Dobson Sandi Baltes	
<b>LCAP Committee Representative</b> <ul style="list-style-type: none"><li>· Attends LCAP meetings to provide input to the committee</li></ul>	Cynthia Aguirre Adam Rogers	
<b>Political Action/Nominating Representative</b> <ul style="list-style-type: none"><li>· Attends PAGE meetings and other educational sponsored meetings</li><li>· Meets approximately three times per year, prior to the OCSBA dinner meeting</li><li>· Reports information back to Board</li><li>· Part of county-wide committee to nominate candidates for school district organization</li><li>· County office representative acts as resource to representatives</li><li>· Attends 2 – 4 meetings per year at OCDE</li></ul>	John Dobson	
<b>School Counseling Advisory Representative</b> <ul style="list-style-type: none"><li>· Attends 2 meetings per year at District Office</li></ul>	John Dobson Adam Rogers	
<b>St. Jude Meeting Representative</b> <ul style="list-style-type: none"><li>· Attends 4 meetings per year at St. Jude Medical Clinic</li><li>· Report, when applicable, to Community Outreach Board regarding District's Wellness Program</li></ul>	Sandi Baltes	
<b>Equity &amp; Diversity Task Force Representative (new)</b>		



## Tentative Board Meeting Schedule 2021 Calendar Year

All Board meetings are held in the Board Room at the District Education Center, 500 North Walnut Street, La Habra, California. The Board of Education meets on the second Thursday of each month. Meetings are generally preceded by a Closed Session or Work/Study Session. ***Regular session generally begins at 6:00 p.m.***

### **JANUARY**

Thursday, January 14, 2021

*Thursday, January 28, 2021 (optional)*

### **JULY**

*No Meetings*

### **FEBRUARY**

Thursday, February 11, 2021

*Thursday, February 25, 2021 (optional)*

### **AUGUST**

Thursday, August 12, 2021

*Thursday, August 26, 2021 (optional)*

### **MARCH**

Thursday, March 11, 2021

*Thursday, March 25, 2021 (optional)*

### **SEPTEMBER**

Thursday, September 9, 2021

*Thursday, September 23, 2021 (optional)*

### **APRIL**

Thursday, April 8, 2021

*Thursday, April 22, 2021 (optional)*

### **OCTOBER**

Thursday, October 14, 2021

*Thursday, October 28, 2021 (optional)*

### **MAY**

Thursday, May 13, 2021

*Thursday, May 27, 2021 (optional)*

### **NOVEMBER**

Thursday, November 11, 2021

### **JUNE**

Thursday, June 10, 2021

Thursday, June 24, 2021

### **DECEMBER**

\*Thursday, December 16, 2021

\*Organizational Meeting to be held the third Thursday of December to follow Education Code 35142 and 72000 requirements.

**Board Approved: December 17, 2020**



## La Habra City School District

500 North Walnut, La Habra, California 90631-3769

### Board of Education

SANDI BALTES, *President*  
JOHN A. DOBSON, *Clerk/Vice-President*  
ADAM ROGERS, *Member*  
CYNTHIA AGUIRRE, *Member*  
OFELIA HANSON, *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR APPROVAL OF CONTRACTS / AGREEMENTS / EDUCATIONAL SERVICES

PROGRAM	LOCATION	START DATE	END DATE	CONSULTANT	INVOICE AMOUNT	FUNDING SOURCE
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#### RATIFICATION

Addendum to Staffing Services Agreement with Mediscan to provide a substitute occupational therapist to the District	District	11/2/2020	11/10/2020	New Mediscan II, LLC dba Cross Country Education	\$1,017.50	Special Education
Addendum to Staffing Services Agreement with CareerStaff Unlimited to provide a substitute occupational therapist to the District	District	11/13/2020	5/4/2021	CareerStaff Unlimited	\$52,920.00	Special Education
Online/virtual system to provide instruction in core courses for our middle school VLM students	Imperial Middle School, Washington Middle School	11/30/2020	6/4/2021	Edgenuity, Inc.	\$71,000.00	General Fund

Board Approved: December 17, 2020

**LA HABRA CITY SCHOOL DISTRICT**  
**REQUEST FOR APPROVAL/RATIFICATION OF PROFESSIONAL DEVELOPMENT PROGRAMS**

<b>GENERAL PROGRAM</b>	<b>LOCATION</b>	<b>DATE</b>	<b>OVERVIEW</b>	<b>ATTENDEE(S)</b>	<b>ESTIMATED</b>	<b>FUNDING SOURCE</b>
California Information Technology in Education Annual Conference	Virtual	11/16-11/20/2020	Technology Professional Development	David Soto Jack Alayu Brent Valencia Ron Juarro Benjamin No Brian Waymack	\$1,170.00	Technology
Association of Two-Way and Dual Language Education (ATDLE) 2020 Conference	Virtual	12/3-12/5/2020	Gain resources and information for the Dual Immersion Program	Rosa Murillo	\$325.00	Lottery



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500 North Walnut, La Habra, California 90631-3769

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JOANNE CULVERHOUSE, Ed.D., *Superintendent*

### REQUEST FOR RATIFICATION OF FIELD CONTRACTS

VENDOR	DESCRIPTION	LOCATION	AMOUNT
Advantage Glass	Labor and materials to furnish and install windows	Washington	\$5,965.00
Advantage Glass	Labor and materials to furnish and install windows	Washington, Imperial	\$2,188.00
Century Paving	Labor and materials to perform asphalt repairs on playground area	El Cerrito	\$14,700.00
Garrett Concrete Coring and Sawing Inc.	Labor and materials to demo and remove concrete	Washington	\$24,630.00
Luna Construction	Labor and materials to repair water damage	El Cerrito	\$1,350.00
Luna Construction	Labor and materials for portable unit repairs	El Cerrito	\$4,675.00
Luna Construction	Labor and materials to install electrical service for drinking fountains	Multiple sites	\$17,950.00
Luna Construction	Labor and materials to stucco patch new drinking fountains	Multiple sites	\$3,865.00
Luna Construction	Labor and materials to install retaining wall	El Cerrito	\$3,890.00
Luna Construction	Labor and materials to demo wall tile and stucco patch areas for new drinking fountains	Multiple sites	\$2,675.00
Luna Construction	Labor and materials to demo and replace flooring in the food storage room	El Cerrito	\$6,850.00
Luna Construction	Labor and materials to replace basketball post and backboard	Walnut	\$4,975.00
Rivera Painting Plus	Labor and materials prep and paint tables and benches	Imperial	\$3,865.00
So Cool Air Conditioning	Labor and materials to provide and install A/C unit	Technology	\$8,963.00
Tom's Plumbing & Drain Service	Labor and materials to demo and install utility sink and faucet	Transportation	\$5,500.00
Tom's Plumbing & Drain Service	Labor and materials to remove and replace ball valve	Arbolita	\$2,995.00

**Board Approved: December 17, 2020**



## ***La Habra City School District***

500 North Walnut, La Habra, California 90631-3769

### **Board of Education**

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OFELIA HANSON, *Member*

JOANNE CULVERHOUSE, Ed.D., *Superintendent*

Williams Tree Service	Labor and disposal fees for tree trimming	Arbolita	\$7,600.00
Williams Tree Service	Labor and disposal fees for tree trimming	El Cerrito, Ladera Palma, Washington	\$14,200.00
Wolverine Fence	Labor and materials to furnish and install railing along west fence	District	\$1,780.00

Warrant Reports: October 30, 2020 – December 02, 2020

Approve warrants numbered 30-085309 through 30-085576  
For the amount of \$1,357,056.46 as presented.

0101	General fund	\$1,230,757.60
1212	Child Development Fund	\$1,437.34
1313	Nutrition Services	\$71,532.36
2128	Building Fd GO Bonds S-2018D	\$48,553.76
2525	Capital Facilities	\$2,743.85
4040	Special Reserve Fund for Capital Outlay	<u>\$2,031.55</u>
<b>TOTAL</b>		<b>\$1,357,056.46</b>

## La Habra City School District

**To:** Board of Trustees  
**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
**Date:** December 17, 2020  
**CC:** Superintendent  
**Re:** Separations

NAME/JOB TITLE/ SCHOOL	HIRE DATE	REASON	EFFECTIVE DATE
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**CLASSIFIED**

Auerswald, Darren Electrician/HVAC Tech M & O	4/19/2018	Resignation	11/24/2020
Castanon, Edgar Extended Care Worker KidZone	10/1/2018	Resignation	12/14/2020
Knierim, Julie Helpdesk & Inventory Clerk District Office	3/17/1995	Retirement	12/30/2020
Longoria, Jesse Educational Asst Ladera Palma	8/13/2019	Resignation	11/19/2020

**Board Approved: December 17, 2020**

# La Habra City School District

**To:** Board of Trustees

**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
Mario Carlos Ed.D., Associate Superintendent of Human Resources

**Date:** December 17, 2020

**CC:** Superintendent

**Re:** Ratification of New Employees Hired Subsequent to November 30, 2020

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
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## CLASSIFIED

**Baez-Llamas, Brenda Clerk Typist (12) District Office	Probationary	21-1	\$3,219/month	10/29/2020
Escapite, Shane Student Supervisor Washington	Probationary	Student Supervisor	\$13.00/hour	11/19/2020
*Leon Martin, Claudia Student Supervisor Las Lomas	Probationary	Student Supervisor	\$13.00/hour	11/2/2020
**Glenn, Ryan Evening Custodian El Cerrito	Probationary	25-3	\$3,917/month	11/16/2020
*Najarro, Araceli Student Supervisor Washington	Probationary	Student Supervisor	\$13.00/hour	11/19/2020
Reyes, Angel Accounting Tech II District Office	Probationary	29-4	\$4,543/month	11/16/2020
**Rodriguez, Celena LVN Walnut	Probationary	31-1	\$23.41/hour	10/19/2020
Sharp, Amy Student Supervisor Las Positas	Probationary	Student Supervisor	\$13.00/hour	11/12/2020

\*Rehire

\*\*Previously substitute status

## La Habra City School District

NAME/ JOB TITLE SCHOOL	STATUS	COLUMN/STEP	RATE OF PAY	HIRE DATE
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### **CERTIFICATED**

Peecher, Jennifer 6 <sup>th</sup> Grade Teacher Arbolita	Temporary	II-1	\$39,093.79/ year (pro-rated)	11/12/2020
Yi, Monica 3 <sup>rd</sup> /4 <sup>th</sup> Grade Teacher VLM	Temporary	II-1	\$40,055.11/ year (pro-rated)	11/6/2020

## La Habra City School District

**To:** Board of Trustees  
**From:** Danelle Bautista, Director of Classified Personnel/Insurance Supervisor  
**Date:** December 17, 2020  
**CC:** Superintendent  
**Re:** Change of Status

NAME/JOB TITLE/ LOCATION	CHANGE	FROM	TO
<b><u>CLASSIFIED</u></b>			
Delgado-Gutierrez, Janet Clerk Typist Virtual Learning Model	Location	Arbolita	VLM
Mejia, Teresa Clerk Typist Arbolita	Location	Sierra Vista	Arbolita
Pehrson, Shannon Cafeteria Worker Nutrition Services	FTE	2.0 hours	3.75 hours

**Board Approved: December 17, 2020**

## La Habra City School District

**To:** Board of Trustees  
**From:** Marcie Poole, Ed.D., Director of Special Programs & Assessments  
**Date:** December 17, 2020  
**CC:** Superintendent  
**Re:** Title I Parent and Family Engagement Policy

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### **Background:**

Title I, Part A, of the Every Student Succeeds Act (ESSA), requires that Local Educational Agencies (LEAs), conduct outreach to all parents and family members and implement programs, activities, and procedures for the involvement of parents and family members. Such programs, activities, and procedures shall be planned and implemented with meaningful consultation with families of participating children (ESSA Section 1116[a][1]). LEAs and schools receiving Title I, Part A funds are required to do the following:

1. The LEA must develop a Parent and Family Engagement Policy as outlined in ESSA Section 1116(a).
2. The LEA must reserve funds to assist schools with Parent and Family Engagement requirements as outlined in ESSA Section 1116(a).
3. The School(s) must develop a Parent and Family Engagement Policy as outlined in ESSA Section 1116(b).
4. The School(s) must adhere to the Parent Involvement Requirements as outlined in ESSA Section 1116(c).
5. The School(s) must develop a shared responsibility for a School-Parent Compact as outlined in ESSA Section 1116(d).
6. The LEA and School(s) must build capacity for involvement as outlined in ESSA Section 1116(e).
7. The LEA and School(s) must provide access and opportunities to participate to parents and families as outlined in ESSA Section 1116(f).

### **Rationale:**

LHCSD regularly involves families in decision-making at each school site and at the district level. These activities need to be documented in writing and distributed for compliance as per the Federal Progress Monitoring review.

### **Recommended Action:**

The Trustees are requested to approve the Title I District-Level and School-Level Parent and Family Engagement Policies.

### **Financial Implications, if any:**

None

# Title I District-Level Parent and Family Engagement Policy

## La Habra City School District

### 2020-2021

- 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 La Habra City School District (LHCSD) has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, a District-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2]).)

Input is gathered through parent/guardian surveys and through the input of the LCAP Development Committee. LHCSD also reviews this policy with the Parent Advisory Committee (PAC), District English Learner Advisory Committee (DELAC), and school site councils. The District has distributed the policy to parents and family members of children served under Title I, Part A. The policy is distributed to families by posting on the District's website at [lahabraschools.org](http://lahabraschools.org).

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

- a) LHCSD incorporates the parent and family engagement policy into the District-level plan. (20 U.S.C. § 6312, 6318[a][2])

LHCSD includes a goal (Goal 4) about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions and services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions.

- b) LHCSD 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])

LHCSD annually surveys families to gather feedback about what is working and areas of improvement around the LCAP, as well as school goals and actions. Stakeholder feedback is also gathered at school meetings, as well as District and school advisory committee meetings. The information gathered is used to revise the District's LCAP and each school sites' School Plan for Student Achievement (SPSA).

- c) LHCSD 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])

LHCSD District Staff work collaboratively with school site administrators to plan and implement parent and family engagement activities. School site principals collaborate together to plan and coordinate activities and best practices. Activities include Coffee with the Principal, family nights, parent information nights and workshops and family events. Activities for each school site are described in the school's parent and family engagement policy, home-school compact, and are included in the School Plan for Student Achievement (SPSA).

- d) LHCSD 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 programs, including School Readiness, English Learners and Special Education are coordinated with those offered through Title 1, Part A.

- e) LHCSD 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])

LHCSD annually gathers input and feedback from stakeholders through the LCAP parent surveys and district advisory committees to evaluate the effectiveness of the parent and family engagement policy.

LHCSD 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])

Barriers are identified through the above-mentioned process and actions are put into place based on stakeholder input and recommendations. To address the needs of families, LHCSD ensures that information is provided in a language and format easily understood by families.

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])

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

3. 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 home-school compact designed to meet the needs of their families. Schools host family information nights, such as Math or Literacy Nights, informal meetings with the principal, and other opportunities for families to engage with the staff. The home-school 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 to achieve the state academic standards.

- f) LHCSd uses the findings of such evaluation 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 from the sites are used to design evidenced-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

- g) LHCSd 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 Parent Advisory Committee (PAC). The PAC reviews a variety of data sources and provides input and feedback using this information to develop, revise and review the parent and family engagement policy.

1.2 LHCSd's 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 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])

All schools develop site parent and family engagement plans 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, family nights, parent-teacher conferences, parent workshops, as well as on the District and school websites and materials sent home.

- 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])

Information and resources are provided to families on strategies to assist their children's learning at home through parent meetings and family nights. Parent and family education are communicated through social media as well as posted on our District website.

- 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])

Each school communicates to families on a regular basis to share information and resources on ways to support their students' education. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually.

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

LHCSD District leadership provides resources and information to teachers and administrators for effectively communicating with families.

- 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])

Annually, each school site develops a School Plan for Student Achievement (SPSA) which include goals, actions, strategies and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

- 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])

Each school has a School Site Council and also designates a parent to serve on the Parent Advisory Committee (PAC). The committees review input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP, including actions and services for family engagement.

- 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])

We are addressing 1.4 (e) by using funds reserved by the District for family engagement activities that are used to support the activities and strategies addressed in this policy. Funds are also used to provide information regarding students' education and parent resources and events in both English and Spanish.

*The policy must be updated periodically to meet changing needs of parents and family members and the District.*

**La Habra City School District's** Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with families and family members of children participating in Title I, Part A programs on **November 4, 2020**. The School will distribute the policy to all families and family members of participating Title I, Part A students annually on or before **December 18th** by placing it on the District website at [lahabraschools.org](http://lahabraschools.org).

# Title I School-Level Parent and Family Engagement Policy

## Arbolita Visual and Performing Arts Academy

2020-2021



2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**ARBOLITA** has developed a written Title I schoolwide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Arbolita School has distributed the policy to all parents annually. Arbolita School's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

**ARBOLITA** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

### 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 Arbolita, 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])

**ARBOLITA** convenes an annual meeting to inform all parents of the Title I schoolwide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I

issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

- 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])

As the designated representative of the parents, the School Site Council develops and annually reviews the Parent Involvement Policy. This council also administers the Title I budget and the action plans that represent the Title I schoolwide program at Arbolita School.

Parents participate in the school's annual Needs Assessment. The results of the Parent Needs Assessment are included in the planning cycle for the Single Plan for Student Achievement as well as for any modifications to the Title I program.

- 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])

**ARBOLITA's** Title I schoolwide program is outlined at the parent meeting, which is held in the fall of the school year. Title I Program information is also distributed through parent newsletters, Back-to-School Nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

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])

All parents are invited to attend School Site Council and ELAC. At these meetings the Single Plan for School Achievement is reviewed and developed. In addition, the plans goals and activities are monitored throughout the school year by the School Site Council and ELAC.

**ARBOLITA** also holds regular A&I meetings in conjunction with School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

Additionally, parent may request to meet with school staff through informal parent requests for meetings, 504 meetings, Back-to-School Nights, SSC, ELAC, and PTA.

- 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])

Parents can submit comments through the Principal or SSC if they are not satisfied with the program. All comments will be shared with the District.

## 2.2 Building Capacity for Involvement

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 academic 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])

**ARBOLITA** engages all students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

**ARBOLITA**, with the assistance of the district and parents, educates its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

**ARBOLITA** provides training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain knowledge of techniques to assist learning at home. Family Nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage home follow-up.

- 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])

- Teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as Response to Intervention (RTI) meetings and additional conferences throughout the year as needed.
- Staff receives ongoing training at staff meetings on working with parents as partners.
- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

**ARBOLITA**, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

**ARBOLITA** provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

### 2.3 Accessibility

The 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])

**ARBOLITA** will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## 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 Title I, Part A 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])

**ARBOLITA** jointly develops and distributes to all parents a Home-School Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- How the school and parents will develop a partnership to help children reach proficiency on the California content standards.
- The school's responsibility to high-quality curriculum and instruction.
- The parent's responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home-School Compact is distributed to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed and updated annually by the School Site Council.

- 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])

Teachers communicate with parents via Class Dojo and Seesaw as well as phone calls and emails home as needed.

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

Report cards are distributed 3 times a year. Two parent teacher conferences are held. Parents can also email or call for updates on their child's progress.

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])

Trimester awards, Lunch with the Stars, classroom volunteers, PTA support, performances, piano nights, plays, Back to School Night, Arbolita Arts Festival, etc.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

**ARBOLITA's** Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on **November 18, 2020**. The School will distribute the policy to all parents and family members of participating Title I, Part A students on or before **December 18, 2020** by placing it on the school website.

Title I School-Level Parent and Family Engagement Policy  
**El Cerrito Elementary School**  
2020-2021

- 2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

El Cerrito School has developed a written Title I schoolwide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. El Cerrito School has distributed the policy to all parents annually. El Cerrito School's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

El Cerrito School will update periodically its school parental involvement policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

**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 El Cerrito, 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])

El Cerrito School convenes an annual meeting to inform all parents of the Title I schoolwide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

- 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 school-wide program plan. (20 U.S.C. § 6318[c][3])

As the designated representative of the parents, the School Site Council develops and annually reviews the Parent Involvement Policy. This council also administers the Title I budget and the action plans that represent the Title I schoolwide program at El Cerrito School.

Parents participate in the school's annual needs assessment. The results of the parent needs assessment are included in the planning cycle for the Single Plan for Student Achievement (SPSA) as well as for any modifications to the Title I program.

- 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])

El Cerrito School's Title I schoolwide program is outlined at the parent meeting, which is held in the fall of the school year.

Title I Program information is also distributed through parent newsletters, Back-to-School Nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in language arts, and mathematics for students needing assistance.

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])

All parents are invited to attend School Site Council and ELAC. At these meetings the Single Plan for School Achievement is reviewed and developed. In addition, the plans goals and activities are monitored throughout the school year by the School Site Council and ELAC.

El Cerrito School also holds regular A&I meetings in conjunction with School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

- 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])

Parents can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District.

## 2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student 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 academic 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])

El Cerrito School engages all students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student achievement. To help reach these goals, the school does the following: Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

El Cerrito School, with the assistance of the district and parents, educates its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

El Cerrito School provides training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family Nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage home follow-up.

- 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])

El Cerrito teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as Response to Intervention meetings and additional conferences throughout the year as needed.

Staff receives ongoing training at staff meetings on working with parents as partners.

At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.

Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

El Cerrito School, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

El Cerrito School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information (A&I) Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

### **2.3 Accessibility**

The 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])

El Cerrito School will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to the all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## 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 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 Title I, Part A 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])

El Cerrito School jointly develops and distributes a Home-School compact that outlines how parents, the school staff, and students will share the responsibility for improved student achievement. The compact describes:

- How the school and parents will develop a partnership to help children reach proficiency on the California content standards
- The school's responsibility to high-quality curriculum and instruction
- The parent's responsibility to support their children's learning
- The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs

This compact is developed with input from School Site Council, A&I, and ELAC. The Home School Compact is distributed annually to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed and updated annually by the School Site Council.

- 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])

El Cerrito teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as in Response to Intervention meetings and additional conferences throughout the year, as needed.

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

El Cerrito teachers provide ongoing feedback to parents regarding their progress in school. Parents of upper grade students have access to student gradebooks via Aeries Parent Portal.

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])

El Cerrito parents are provided opportunities to work closely with the school as partners in the education of their children and to gain knowledge of techniques to assist learning at home. Family Nights are held for parents and their children to participate in “hands on” learning. Additional meetings are scheduled as needed to encourage follow-up at home.

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])

To further build ties between home and school and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

El Cerrito School’s Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on **December 7, 2020**. The School will distribute the policy to all parents and family members of participating Title I, Part A students on or before **December 18, 2020** by placing it on the school website.

# Title I School-Level Parent and Family Engagement Policy

## Ladera Palma

November 2020

- 2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**Ladera Palma** has developed a written Title I schoolwide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Ladera Palma has distributed the policy to all parents annually. Ladera Palma School's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

**Ladera Palma** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

### 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 Ladera Palma, 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])

**Ladera Palma** convenes an annual meeting to inform all parents of the Title I School wide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed

- 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])

As the designated representative of the parents, the School Site Council develops and reviews annually the Parent Involvement Policy. This council also administers the Title I budget and the action plans that represent the Title I School wide program at Ladera Palma School.

Parents participate in the school's annual needs assessment. the results of the parent needs assessment are included in the planning cycle for the Single Plan for Student Achievement as well as for any modifications to the Title I program.

- 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])

**Ladera Palma's** Title I Schoolwide program is outlined at the parent meeting, which is held in the fall of the school year.

Title I Program information is also distributed through parent newsletters, Back-to-School nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

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])

All parents are invited to attend School Site Council and ELAC. At these meetings the Single Plan for School Achievement is reviewed and developed. In addition, the plans goals and activities are monitored throughout the school year by the School Site Council and ELAC.

**Ladera Palma** also holds regular A&I meetings in conjunction with School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

- 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])

Parents can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District.

## 2.2 Building Capacity for Involvement

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 academic 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])

**Ladera Palma** engages all students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

**Ladera Palma**, with the assistance of the district and parents, educate its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

**Ladera Palma** provides training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage home follow-up.

- 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])

Teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as Response to Intervention meetings and additional conferences throughout the year as needed.

Staff receives ongoing training at staff meetings on working with parents as partners.

At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.

Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

**Ladera Palma**, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

**Ladera Palma** provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

## 2.3 Accessibility

The 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])

**Ladera Palma** will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## 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 Title I, Part A 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])

**Ladera Palma** jointly develops and distributes to all parents a Home-School compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- How the school and parents will develop a partnership to help children reach proficiency on the California content standards.
- The school's responsibility to high-quality curriculum and instruction.
- The parent's responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.
- 

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home School Compact is distributed to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed annually by the School Site Council.

- 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])

The compact will be discussed at Back to School Night with parents and reviewed with students during the first week of school. It will be revisited again at Parent Teacher Conferences in the Fall.

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

Parents will be given reports of student progress in the Fall during Parent Teacher Conferences as well as through First Trimester Report Cards. In the Winter, parents and teachers again will meet as needed during Parent Teacher Conferences, but all students will receive a report of student progress as well as a Second Trimester Report Card. Finally, in May, students will receive their Third Trimester Report Cards.

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 supported to volunteer in a variety of ways. Our Community Liaison works in conjunction with the principal to promote family leadership opportunities such as parent clubs that support student instruction. Additionally, PTA provides many opportunities for our families to volunteer for events. Finally, parents are promoted to volunteer in classrooms or on field trips after having a brief Volunteer Orientation to review operational and conduct guidelines while on campus.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

**Ladera Palma's** Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on **November 18, 2020**. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before **December 18, 2020** by placing it on the school website.

# Title I School-Level Parent and Family Engagement Policy Las Lomas Entrepreneur Exploration Academy

2020-2021



2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**LAS LOMAS** has developed a written Title I schoolwide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Las Lomas School has distributed the policy to all parents annually. Las Lomas School's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

**LAS LOMAS** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

## 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 Las Lomas, 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])

**LAS LOMAS** convenes an annual meeting to inform all parents of the Title I schoolwide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed

- 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])

As the designated representative of the parents, the School Site Council develops and annually reviews the parent involvement policy. This council also administers the Title I budget and the Action Plans that represent the Title1 schoolwide program at Las Lomas School.

Parents participate in the school's annual needs assessment. the results of the parent needs assessment are included in the planning cycle for the Single Plan for Student Achievement as well as for any modifications to the Title I program.

- 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])

**LAS LOMAS's** Title I Schoolwide program is outlined at the parent meeting, which is held in the fall of the school year. Title I Program information is also distributed through parent newsletters, Back-to-School nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

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])

All parents are invited to attend School Site Council and ELAC. At these meetings the Single Plan for School Achievement is reviewed and developed. In addition, the plans goals and activities are monitored throughout the school year by the School Site Council and ELAC.

**LAS LOMAS** also holds regular A&I meetings in conjunction with the School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

Additionally, parents may request to meet with school staff through informal parent requests for meetings, 504 meetings, Back-to-School nights, SSC, ELAC, and PTA.

- 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])

Parents can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District.

## 2.2 Building Capacity for Involvement

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 academic 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])

**LAS LOMAS** engages all students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

**LAS LOMAS**, with the assistance of the district and parents, educate its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

**LAS LOMAS** provides training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage home follow-up.

- 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])

- Teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as Response to Intervention meetings and additional conferences throughout the year as needed.
- Staff receives ongoing training at staff meetings on working with parents as partners.
- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

**LAS LOMAS**, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

**LAS LOMAS** provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

## 2.3 Accessibility

The 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])

**LAS LOMAS** will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## 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 Title I, Part A 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])

**LAS LOMAS** jointly develops and distributes to all parents a Home-School Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- How the school and parents will develop a partnership to help children reach proficiency on the California content standards.
- The school's responsibility to high-quality curriculum and instruction.
- The parent's responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home-School Compact is distributed to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed annually by the School Site Council.

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])

Teachers communicate with parents via Class Dojo and Seesaw as well as phone calls and emails home as needed.

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

Report cards are distributed 3 times a year. Two parent teacher conferences are held. Parents can also email or call for updates on their child's progress.

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])

Trimester awards, Lunch with Parents, PTA support, Disney Musicals, Piano Nights, Back to School Night, etc.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

**LAS LOMASs** Title I, Part A School Parent and Family Engagement Policy will be reviewed and amended, if necessary, with parents and family members of children participating in Title I, Part A programs on **December 15, 2020**. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before **December 18, 2020** by placing it on the school website.

Title I School-Level Parent and Family Engagement Policy  
**LAS POSITAS ELEMENTARY SCHOOL**  
2020-2021

- 2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**LAS POSITAS ELEMENTARY SCHOOL** has developed a written Title I schoolwide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Las Positas Elementary School has distributed the policy to all parents annually. Las Positas School's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

**LAS POSITAS ELEMENTARY SCHOOL** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

**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 LAS POSITAS ELEMENTARY 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])

**LAS POSITAS ELEMENTARY SCHOOL** convenes an annual meeting to inform all parents of the Title I schoolwide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

- 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])

As the designated representative of the parents, the School Site Council develops and annually reviews the parent involvement policy. This council also administers the Title I budget and the Action Plans that represent the Title1 School wide program at Las Positas School.

Parents participate in the school's annual Needs Assessment. The results of the Parent Needs Assessment are included in the planning cycle for the Single Plan for Student Achievement as well as for any modifications to the Title I program.

- 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])

**LAS POSITAS ELEMENTARY SCHOOL's** Title I Schoolwide program is outlined at the parent meeting, which is held in the fall of the school year. Title I Program information is also distributed through parent newsletters, Back-to-School Nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance. Parent-teacher conferences are student led and during these conferences students reflect on their IB journey and teachers review IB Standards and Practices.

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])

All parents are invited to attend School Site Council and ELAC meetings. At these meetings the Single Plan for Student Achievement is reviewed and developed. In addition, the plans' goals and activities are monitored throughout the school year by the School Site Council and ELAC.

**LAS POSITAS ELEMENTARY SCHOOL** also holds regular A&I meetings in conjunction with School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

LAS POSITAS ELEMENTARY SCHOOL also holds regular parent IB PYP Informational Meetings.

Additionally, parents may request to meet with school staff through informal parent requests for meetings, Response to Intervention meetings, 504 meetings, Back-to-School Nights, SSC, ELAC, and PTA.

- 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])

Parents can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District. In addition, on the district website is a "Let's Talk" communication button to ask questions.

## 2.2 Building Capacity for Involvement

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 academic 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])

**LAS POSITAS ELEMENTARY SCHOOL** engages all students and families in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: assists parents in understanding academic content standards, assessments, the IB programme, and how to monitor and improve the achievement of their children.

**LAS POSITAS ELEMENTARY SCHOOL**, with the assistance of the district and parents, educate its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

Training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family Nights are held for parents and their children to participate in "hands on" learning either through zoom or in person when able. Additional meetings are scheduled as needed to encourage follow-up at home.

- 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])

- Teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as Response to Intervention meetings and additional conferences throughout the year as needed.
- Staff receives ongoing training at staff meetings on working with parents as partners.
- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

**LAS POSITAS ELEMENTARY SCHOOL**, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

**LAS POSITAS ELEMENTARY SCHOOL** provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

### 2.3 Accessibility

The 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])

**LAS POSITAS ELEMENTARY SCHOOL** will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

### 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 Title I, Part A 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])

**LAS POSITAS ELEMENTARY SCHOOL** jointly develops and distributes to all parents a Home-School compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- How the school and parents will develop a partnership to help children reach proficiency on the California state standards.
- The school's responsibility to high-quality curriculum and instruction.
- The parent's responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home-School Compact is distributed to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed annually by the School Site Council.

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])

The Home-School compact is discussed and reviewed at our Coffee, Tea, and PYP (Coffee with the Principal, A&I) meetings. Students will be able to articulate the compact with their parents during conferences.

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

Parents are informed of their student's progress through parent phone calls, emails, conferences either in person or on Zoom. Parents are also invited to RtI meetings to discuss student progress when necessary. Parents are informed of the services available to them for their children through monthly newsletters; school website; Coffee, Tea and PYP meetings; IB Newsletters; and Aeries Communication.

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])

Staff is available through email, conferences on Zoom or in person and phone calls. During the 2020-2021 school year due to the COVID pandemic, Las Positas will not be able to have parent volunteers in classrooms. Parents may volunteer to help teachers during the 2020-2021 school year by preparing materials for projects at home. On hold this year are also our parent involvement at monthly award assemblies, in person Coffee, Tea and PYP meetings and other events. Most meetings are now taking place via Zoom and are translated.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

**LAS POSITAS ELEMENTARY SCHOOL's** Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on **November 18, 2020**. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before **December 18, 2020** by placing it on the school website.

## Title I School-Level Family Engagement Policy



2020-2021

- 2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, families and family members of participating children a written families and family engagement policy, agreed upon by such families, and updated periodically to meet the changing needs of families and the school. (*EC* Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**Sierra Vista** has developed a written Title I schoolwide family involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Sierra Vista School distributes the policy to all families annually. Sierra Vista School's policy describes the means for carrying out the following Title I family involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

**Sierra Vista** will update periodically its school Parental Involvement Policy to meet the changing needs of families and the school. The school Parental Involvement Policy will be reviewed and updated annually, as part of the process of developing the School Plan for Student Achievement.

### 2.1 Involvement of families in the Title I Program

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

To involve families and family members in the Title I program at Sierra Vista, the following practices have been established:

- a) The school convenes an annual meeting, at a convenient time, to which all families of participating children shall be invited to attend and encouraged to attend, to inform families and family members of their school's participation in the Title I program and to explain the requirements, and the right of the families to be involved. (20 U.S.C. § 6318[c][1])

**Sierra Vista** convenes an annual meeting to inform all parents of the Title I school wide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I schoolwide family meeting at the school. The invitation to this meeting is in writing. The Family Involvement Policy is discussed at this meeting.

At the annual Title I meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 families involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs, and will include childcare and translation services, if needed.

- c) The school involves families 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 families and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])

As the designated representative of the parents, the School Site Council annually develops and reviews the Family Involvement Policy. This council also oversees the Title I budget and the action plans that represent the Title1 school wide program at Sierra Vista School.

Parents/guardians participate in the school's annual needs assessment. The results of the Parent/Guardian Needs Assessment are included in the planning cycle for the Single Plan, for Student Achievement as well as for any modifications to the Title I program.

- d) The school provides families of participating children with the following:

1. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])

**Sierra Vista's** Title I Schoolwide program is outlined at the parent meeting, which is held in the fall of the school year.

Title I Program information is also distributed through parent newsletters, Back-to-School nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

3. If requested by families, 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])

All parents are invited to attend School Site Council and ELAC. At these meetings, the Single Plan for School Achievement is developed and reviewed. In addition, the plans, goals, and activities are monitored throughout the school year by the School Site Council and ELAC.

Sierra Vista also holds regular A&I meetings (Coffee with the Principal) in conjunction with School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

Additionally, parent may request to meet with school staff through informal family requests for meetings, 504 meetings, Back-to-School nights, SSC, ELAC, and PTA.

- e) If the schoolwide program plan is not satisfactory to the families of participating children, the school submits any families comments on the plan when the school makes the plan available to the local educational agency. (20 U.S.C. § 6318[c][5])

Families can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District.

## 2.2 Building Capacity for Involvement

To ensure effective involvement of families and to support a partnership among the school involved, families, 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 families with assistance in understanding such topics as the challenging state academic standards, state and local academic 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])

**Sierra Vista** engages all students in meaningful interactions with the school. It supports a partnership among staff, families,, and the community to improve student academic achievement. To help reach these goals, the school does the following: assists families in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

**Sierra Vista**, with the assistance of the district and families, educate its teachers, administration, and other staff, in how to reach out to, communicate with, and work with families as equal partners, concerning the value of contributions of families, and in how to implement and coordinate family programs and build ties between families and schools.

- b) The school provides families with materials and training to help families work with their children to improve their children's achievement. (20 U.S.C. § 6318[e][2])

Training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage home follow-up.

- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate families programs, and build ties between families and the school. (20 U.S.C. § 6318[e][3])

- d) The school, to the extent feasible and appropriate, coordinates and integrates families involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as families resource centers, to encourage and support families in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])

**Sierra Vista**, to the extent feasible and appropriate, coordinates and integrates family involvement programs and activities with other programs, including preschool. Additionally, the school conducts other activities, such as family resource centers, that encourage and support families in more fully participating in the education of their children.

**Sierra Vista** provides opportunities for all families to participate, including families with limited English proficiency, with disabilities, and migratory students.

- e) The school ensures that information related to school and families programs, meetings, and other activities is sent to families of participating children in a format and, to the extent practicable, in a language the families can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to families in the language and form that they understand.

All families are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for families when needed.

- f) The school provides such other reasonable support for families involvement activities under this section as families may request. (20 U.S.C. § 6318[e][14])

## 2.3 Accessibility

The school, to the extent practicable, provides opportunities for the informed participation of families and family members (including families and family members who have limited English proficiency, families and family members with disabilities, and families 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 families understand. (20 U.S.C. § 6318[f])

**Sierra Vista** ensures accessibility and opportunities for families with limited English proficiency, with disabilities, and migratory students. This includes our efforts to provide information to the all families, and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by families at our school.

## 2.4 School-families Compact

As a component of the school-level families and family engagement policy, each school served under this part shall jointly develop with families for all children served under this part a school-families compact that outlines how families, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and families will build and develop a partnership to help children achieve the state's high standards. The school-families 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 Title I, Part A to meet the challenging state academic standards, and the ways in which each families 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])

Sierra Vista jointly develops and distributes to all families a Home-School compact that outlines how families, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- o How the school and families will develop a partnership to help children reach proficiency on the California content standards.
- o The school's responsibility to high-quality curriculum and instruction.
- o The parent's responsibility to support their children's learning.
- o The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home School Compact is distributed to all families. At that time the compact is signed by teachers, families, students, and the principal. The Home-School Compact is reviewed annually by the School Site Council.

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

1. Families-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])

Families are also able to communicate with their child's teacher throughout the school year via email, phone or request an appointment in person.

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

In addition to report cards and family conferences, students progress is also shared via classroom work, assignments, tests, etc.

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])

Families can get involved in a variety of ways at Sierra Vista: serving on School Site Council, Parent Teacher Association, and other volunteer capacities.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to families in the language and form that they understand.

The policy must be updated periodically to meet changing needs of families and family members and the school.

**Sierra Vista's** Title I, Part A School families and Family Engagement Policy was developed jointly and agreed on with families and family members of children participating in Title I, Part A programs on **November 4, 2020**. The School will distribute the policy to all families and family members of participating Title I, Part A students annually on or before **December 18, 2020** by placing it on the school website.

Title I School-Level Parent and Family Engagement Policy  
**Walnut Elementary**  
2020-2021

- 2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**Walnut Elementary** has developed a written Title I schoolwide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Walnut Elementary has distributed the policy to all parents annually. Walnut Elementary's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

**Walnut Elementary** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

**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 Walnut Elementary, 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])

**Walnut Elementary** convenes an annual meeting to inform all parents of the Title I School wide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

- 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 school-wide program plan. (20 U.S.C. § 6318[c][3])

As the designated representative of the parents, the School Site Council develops and annually reviews the parent involvement policy. This council also administers the title I budget and the action plans that represent the Title I School wide program at Walnut Elementary.

Parents participate in the school's annual needs assessment. The results of the parent needs assessment are included in the planning cycle for the Single Plan for Student Achievement as well as for any modifications to the Title I program.

- 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])

**Walnut Elementary's** Title I schoolwide program is outlined at the parent meeting, which is held in the fall of the school year.

Title I Program information is also distributed through parent newsletters, Back-to-School nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

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])

All parents are invited to attend School Site Council and ELAC. At these meetings the Single Plan for School Achievement is reviewed and developed. In addition, the plans goals and activities are monitored throughout the school year by the School Site Council and ELAC.

**Walnut Elementary** also holds regular A&I meetings in conjunction with School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

Additionally, parent may request to meet with school staff through informal parent requests for meetings, 504 meetings, Back-to-School Nights, SSC, ELAC, and PTA.

- 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])

Parents can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District.

## 2.2 Building Capacity for Involvement

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 academic 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])

Training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage follow-up.

- 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])

**Walnut Elementary** engages all students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

**Walnut Elementary**, with the assistance of the district and parents, educate its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

- Teachers and staff work together to meet with parents as equal partners in bi- annual conferences as well as Response to Intervention meetings and additional conferences throughout the year as needed.
- Staff receives ongoing training at staff meetings on working with parents as partners.
- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

**Walnut Elementary**, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

**Walnut Elementary** provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

### 2.3 Accessibility

The 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])

**Walnut Elementary** will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## 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 Title I, Part A 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])

**Walnut Elementary** jointly develops and distributes to all parents a Home-School compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- \*How the school and parents will develop a partnership to help children reach proficiency on the California content standards.
- \*The school's responsibility to high-quality curriculum and instruction.
- \*The parent's responsibility to support their children's learning.
- \*The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home School Compact is distributed to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed annually by the School Site Council.

- 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])

This compact will be distributed to all families via email and through the home-school communication folder. The content of the materials will be discussed with parents and families during Coffee with the Principal Meetings and School Site Council, A & I, and ELAC meetings.

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

**Walnut Elementary** will hold parent conferences twice a year and whenever a reasonable parent request is made.

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])

**Walnut Elementary** will continue to use Class Dojo for a two way communication between staff and parents and families. Teachers will continue to use the email system to respond to families as well as return phone calls within 72 hours.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

**Walnut Elementary's** Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on **November 12, 2020**. The School will distribute the policy to all parents and family members of participating Title I, Part A students annually on or before **December 18, 2020** by placing it on the school website.

Title I School-Level Parent and Family Engagement Policy  
**IMPERIAL MIDDLE SCHOOL**  
2020-2021

- 2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

**Imperial Middle School** has developed a written Title I schoolwide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Imperial Middle School has distributed the policy to all parents annually. Imperial Middle School's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

**Imperial Middle School** will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

**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 Imperial Middle 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])

**Imperial Middle School**, convenes an annual meeting to inform all parents of the Title I schoolwide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- 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 parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services, if needed.

- 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])

As the designated representative of the parents, the School Site Council develops and annually reviews the parent involvement policy. This council also oversees the Title I budget and the action plans that represent the Title1 schoolwide program at Imperial Middle School.

Parents participate in the school's annual needs assessment. the results of the parent needs assessment are included in the planning cycle for the Single Plan for Student Achievement as well as for any modifications to the Title I program.

- 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])

Imperial Middle School's Title I Schoolwide program is outlined at the parent meeting, which is held in the fall of the school year. Title I Program information is also distributed through parent newsletters, Back-to-School Nights, SSC, ELAC, and PTA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

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])

All parents are invited to attend School Site Council and ELAC. At these meetings the Single Plan for School Achievement is reviewed and developed. In addition, the plans goals and activities are monitored throughout the school year by the School Site Council and ELAC.

Imperial Middle School also holds regular A&I meetings in conjunction with the School Site Council, with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

Additionally, parents may request to meet with school staff through informal parent requests for meetings, 504 meetings, Back-to-School Nights, SSC, ELAC, and PTA.

- 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])

Parents can submit comments through the Principal or SSC if they are not satisfied with the program. Those comments will be shared with the District.

## 2.2 Building Capacity for Involvement

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 academic 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])

Imperial Middle School, engages all students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

Imperial Middle School, with the assistance of the district and parents, educate its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

Imperial Middle School provides training to empower parents to support and assist their children's education. Parents are provided opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family Nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage follow-up at home.

- 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])

- Teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as Response to Intervention meetings and additional conferences throughout the year as needed.
- Staff receives ongoing training at staff meetings on working with parents as partners.
- At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in SPSA.
- Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

Imperial Middle School, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with other programs, including preschool, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Imperial Middle School, provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

### 2.3 Accessibility

The 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])

Imperial Middle School, will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

## 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 Title I, Part A 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])

Imperial Middle School jointly develops and distributes to all parents a Home-School Compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- How the school and parents will develop a partnership to help children reach proficiency on the California content standards.
- The school's responsibility to high-quality curriculum and instruction.
- The parent's responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home-School Compact is distributed to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed and updated annually by the School Site Council.

- 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 middle 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])

Parents will be provided information regarding Common Core State Standards at parent teacher conferences in both English and Spanish. Teachers will provide information and strategies for parents during conferences on how they can help and support their children in the areas of English Language Arts and Mathematics at home.

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

Parents are provided with i-ready reports during parent teacher conferences to show the students growth and goals for the school year. Parents are informed of their child's progress

through Aeries Parent Portal. Through Aeries, parents are able to view current grades, missing assignments and upcoming assignments.

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])

Classroom visitations will be scheduled for parents to observe their children in class.

Parent involvement activities and events to include: Orientation, Back to School Night, Coffee with Administrators, Open House, PTA, ELAC, School Site Council, Fall Festival, Showcases, and monthly assemblies.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand through Aeries Communication.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

Imperial Middle School, 's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on **December 2, 2020**. The School will distribute the policy to all parents and family members of participating Title I, Part A students on or before **December 18, 2020** by placing it on the school website.

Title I School-Level Parent and Family Engagement Policy  
**Washington Middle School**  
2020-2021

- 2.0 With approval from the local governing board, the school has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4])

Washington Middle School has developed a written Title I School wide parent involvement policy with input from parents. The policy was originally developed by a staff/parent committee. The School Site Council examines the policy each year and makes appropriate changes. Washington Middle School has distributed the policy to all parents annually. Washington Middle School's policy describes the means for carrying out the following Title I parental involvement requirements. (*Title I Parental Involvement, 20 USC 631(a)-(f)*)

Washington Middle School will update periodically its School Parental Involvement Policy to meet the changing needs of parents and the school. The School Parental Involvement Policy will be reviewed and updated annually as part of the process of developing the School Plan for Student Achievement.

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 Washington Middle 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])

Washington Middle School convenes an annual meeting to inform all parents of the Title I schoolwide requirements. In the fall of each school year, the parents/guardians of all students are invited and encouraged to attend a Title I Schoolwide Parent Meeting at the school. The invitation to this meeting is in writing. The Parent Involvement Policy is discussed at this meeting.

At the annual Title I Parent Meeting, the school principal or school site staff support teacher offers the parents the opportunity to develop their own Title I council or to delegate Title I issues and responsibilities to the School Site Council. A majority vote determines the choice. In addition, the parents are encouraged to attend the school's School Site Council, ELAC, and Advisory & Information (A&I) meetings.

- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide with Title I funds child-care, translation or other services related to parental involvement. (20 U.S.C. § 6318[c][2])

A flexible number of meetings will be held at varying times based on parent needs and will include child-care and translation services if needed.

- 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])

As the designated representative of the parents, the School Site Council develops and reviews annually the Parent Involvement Policy. This council also administers the Title I budget and the Action Plans that represent the Title I schoolwide program at Washington Middle School.

Parents participate in the school's annual needs assessment. the results of the parent needs assessment are included in the planning cycle for the Single Plan for Student Achievement as well as for any modifications to the Title I program.

- 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])

Washington Middle School Title I schoolwide program is outlined at the parent meeting, which is held in the fall of the school year.

Title I Program information is also distributed through parent newsletters, Back-to-School Night, SSC, ELAC, and PTSA.

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 parent-teacher conferences, assessment information on student academic progress and grade level standards are shared with parents. Student progress in relation to state and priority standards and national norms will be explained to parents including curriculum being used, grade level expectations for proficiency, data reporting for local assessments and available intervention in reading, language arts, and mathematics for students needing assistance.

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])

All parents are invited to attend School Site Council and ELAC. At these meetings the Single Plan for School Achievement is reviewed and developed. In addition, the plan's goals and activities are monitored throughout the school year by the School Site Council and ELAC.

Washington Middle School also holds regular A&I meetings in conjunction with School Site Council with representation to a district committee. A&I gives all parents the opportunity to meet with the principal and give input into the school's educational program offerings.

- 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])

Parents can submit comments through the principal or SSC if they are not satisfied with the program. Those comments will be shared with the district.

## 2.2 Building Capacity for Involvement

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 academic 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])

Washington Middle School engages all students in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school does the following: Assists parents in understanding academic content standards, assessments, and how to monitor and improve the achievement of their children.

Washington Middle School, with the assistance of the district and parents, educates its teachers, administration, and other staff, in how to reach out to, communicate with, and work with parents as equal partners, concerning the value of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools.

- 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])

Training is provided to empower parents to support and assist their children's education. Parents are offered opportunities to work closely with the school as partners in the education of their children and to gain in their knowledge of techniques to assist learning at home. Family nights are held for parents and their children to participate in "hands on" learning. Additional meetings are scheduled as needed to encourage follow-up at home.

- 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])

Teachers and staff work together to meet with parents as equal partners in bi-annual conferences as well as Response to Intervention meetings and additional conferences throughout the year as needed.

Staff receives ongoing training at staff meetings on working with parents as partners.

At staff meetings, parent survey results are reviewed and strategies for parent engagement and partnerships are discussed and integrated in the SPSA.

Whenever possible, information is communicated to parents in the language and form that they understand.

- 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])

Washington Middle School, to the extent feasible and appropriate, coordinates and integrates parental involvement programs and activities with other programs, including preschool, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children.

Washington Middle School provides opportunities for all parents to participate, including parents with limited English proficiency, parents with disabilities, and parents of migratory students.

- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

All parents are encouraged to attend Back to School Night, Open House, bi-annual academic parent-teacher conferences, ELAC, School Site Council, Advisory & Information Meetings, as well as Response to Intervention and additional conferences when needed. Translators are provided for parents when needed.

- 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])

### 2.3 Accessibility

The 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])

Washington Middle School will ensure the accessibility and opportunities for parents with limited English proficiency, parents with disabilities, and parents of migratory students. This includes our efforts to provide information to all parents and make the information accessible through appropriate interpretation and translation of documents for the major languages spoken by parents at our school.

### 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 Title I, Part A 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])

Washington Middle School jointly develops and distributes to all parents a Home-School compact that outlines how parents, the school staff, and students will share the responsibility for improved student academic achievement. The compact describes:

- How the school and parents will develop a partnership to help children reach proficiency on the California content standards.
- The school's responsibility to high-quality curriculum and instruction.
- The parent's responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through annual conferences, reports on student progress, access to staff, and opportunities to volunteer and participate in educational programs.

This compact is developed with input from School Site Council, A&I, and ELAC. Annually the Home School Compact is distributed to all parents. At that time the compact is signed by teachers, parents, students, and the principal. The Home-School Compact is reviewed annually by the School Site Council.

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])

The school will conduct conferences available to all students and families in the fall as well as the spring. During these conferences, student performance will be discussed and the elements of the compact that directly relate to student achievement.

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

The school will issue progress reports at the midway point for each grading period. Further, the school will utilize Aeries Parent Portal in order for parents and students to have access to their progress throughout the grading periods.

At the end of each grading period, report cards will be issued to detail student progress.

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 have access to staff via email, phone calls, and Aeries Parent Portal.

Parents may volunteer with our committees, PTSA activities, and Washington community activities.

Parents may observe student activities such as festivals, performances, and Open House that are available at different points during the year.

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])

To further build ties between home and school, and support academic achievement for all students, effective two-way communication is emphasized. Whenever possible, information is communicated to parents in the language and form that they understand.

The policy must be updated periodically to meet changing needs of parents and family members and the school.

Washington Middle School's Title I, Part A School Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs on December 2, 2020. The School will distribute the policy to all parents and family members of participating Title I, Part

A students annually on or before December 18, 2020 by placing it on the school website.

## La Habra City School District

**To:** Board of Trustees  
**From:** Mario Carlos, Ed.D, Associate Superintendent – Human Resources  
**Date:** December 17, 2020  
**CC:** Superintendent  
**Re:** 2021-2022 and 2022-2023 School Year Calendars

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**Background:**

To meet the needs of the families in our community, LHCSd makes an effort to align the school year calendar with the adopted calendar of the Fullerton Joint Union High School District (FJUHSd). FJUHSd has adopted and approved their school year calendars for both the 2021-2022 and 2022-2023 school years.

**Rationale:**

The updated proposed 2021-2022 and 2022-2023 school year calendars are attached for your review. It includes the first and last days of school, holidays, and professional development days. LHEA is interested in continuing negotiations for the specific dates of parent conferences and minimum days for teacher preparation for conferences and report cards.

**Recommended Action:**

Adopt the 2021-2022 and 2022-2023 School Year Calendars as presented.

**Financial Implications, if any:**

None

### Trimesters

1st - 8/16/2021 - 11/12/2021  
2nd - 11/15/2021 - 2/25/2022  
3rd - 2/28/2022 - 6/3/2022

## LA HABRA CITY SCHOOL DISTRICT School Year 2021 - 2022

### August 2021

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	(13)	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

8/10 - 8/11 Professional Develop. Days  
8/12 - Pre-Service Day  
8/13 - TK/Kindergarten Orientation Day  
8/16 - TK, K-6 gr. First Day of Instruction  
8/16 - IMS 6-7 gr. and WMS 7 gr.  
only Min. Day  
8/17 - IMS & WMS 8 gr. First Day of Instruction

TK, K-7th - 12 Days  
8th - 11 Days

### February 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28					

2/14 - Lincoln Day  
2/21 - Washington Day

18 Days

### September 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

9/6 - Labor Day

21 Days

### March 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

3/21- 3/25 - Spring Break

18 Days

### October 2021

S	M	T	W	T	F	S
				1	2	
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

21 Days

### April 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

21 Days

### November 2021

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

11/1 - No School Professional Development Day  
11/11 - Veteran's Day  
11/22 ~ 11/26 - Thanksgiving Recess

15 Days

### May 2022

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

5/30 - Memorial Day

21 Days

### December 2021

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

12/20 - 12/31 - Winter Recess

13 Days

### June 2022

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

6/2 - Last Day of Instruction for grades TK/K-6th (Min. Day)  
IMS 6 & 7 and WMS 7 (Full Day)  
6/3 - Last Day of Instruction for 8th grade (Min. Day)

2 Days for TK, K through 7  
3 Days for 8th

### January 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

1/3 - No School/Professional Development Day  
1/4 - Students Return  
1/17 - Martin Luther King

19 Days

### July 2022

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

2021-2022

## Trimesters

1st - 8/15/2022 - 11/10/2022  
2nd - 11/14/2022 - 2/24/2023  
3rd - 2/27/2023 - 6/2/2023

## LA HABRA CITY SCHOOL DISTRICT School Year 2022 - 2023

### August 2022

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	(12)	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

8/9 - 8/10 Professional Develop. Days  
8/11 - Pre-Service Day  
8/12 - TK/Kindergarten Orientation Day  
8/15 - TK, K-6 gr. First Day of Instruction  
8/15 - IMS 6-7 gr. and WMS 7 gr.  
only Min. Day  
8/16 - IMS & WMS 8 gr. First Day of Instruction

TK, K-7th - 13 Days  
8th - 12 Days

### February 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28				

2/13 - Lincoln Day  
2/20 - Washington Day

18 Days

### September 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

9/5 - Labor Day

21 Days

### March 2023

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

3/20- 3/24 - Spring Break

18 Days

### October 2022

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

21 Days

### April 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

20 Days

### November 2022

S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

11/7 - No School Professional Development Day  
11/11 - Veteran's Day  
11/21 ~ 11/25 - Thanksgiving Recess

15 Days

### May 2023

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

5/29 - Memorial Day

22 Days

### December 2022

S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

12/26 - 12/30 - Winter Recess

17 Days

### June 2023

S	M	T	W	T	F	S
				①	②	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

6/1 - Last Day of Instruction for grades TK/K-6th (Min. Day)  
IMS 6 & 7 and WMS 7 (Full Day)  
6/2 - Last Day of Instruction for 8th grade (Min. Day)

1 Day for TK, K through 7  
2 Days for 8th

### January 2023

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

1/2 - 1/6 - Winter Recess  
1/9 - No School/Professional Development Day  
1/10 - Students Return  
1/16 - Martin Luther King

15 Days

### July 2023

S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

2022-2023

Subject to negotiations

## La Habra City School District

**To:** Board of Trustees  
**From:** Gina Cosylion, Executive Assistant to Superintendent  
**Date:** December 17, 2020  
**CC:** Superintendent  
**Re:** Approval of Board Policies

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**Background:**

La Habra City School District has existing policies in place, but on occasion, certain policies need to be updated using California School Board Association's (CSBA) samples.

**Rationale:**

Due to changes and updates to the law, below is a recommended update and/or new policy for our District:

**BP 6174 - Education for English Learners**

Policy updated to reflect NEW LAW (AB 2735, 2018) which prohibits districts from denying English learners the opportunity to enroll in core curricular courses or courses needed for middle school promotion, high school graduation, or college admission. Policy also adds requirement to annually designate a district and site coordinator to oversee administration of the English Language Proficiency Assessments for California (ELPAC). Regulation reflects NEW STATE REGULATION (Register 2019, No. 1) which establishes a timeframe for notifying parents/guardians of their child's ELPAC test results when the results are received from the test contractor after the last day of instruction for the school year.

**Recommended Action:**

It is recommended that the Board of Trustees review and adopt the recommended Board Policy update.

**Financial Implications, if any:**

None

# La Habra City ESD

## Board Policy

### Education For English Learners

BP 6174

#### Instruction

*The Governing Board intends to provide English learners with challenging curriculum and instruction that maximize the attainment of high levels of proficiency in English, advance multilingual capabilities, and facilitate student achievement in the district's regular course of study.*

*English learners shall be provided differentiated English language development instruction which is targeted to their English proficiency level. Such instruction shall be based on sound instructional theory, be aligned with state content standards, emphasize inquiry-based learning and critical thinking skills, and be integrated across all subject areas.*

*(cf. 6011 - Academic Standards)*

*(cf. 6141 - Curriculum Development and Evaluation)*

*(cf. 6161.1 - Selection and Evaluation of Instructional Materials)*

*(cf. 6161.11 - Supplementary Instructional Materials)*

*(cf. 6171 - Title I Programs)*

*No middle student who is an English learner shall be denied enrollment in any of the following:  
(Education Code 60811.8)*

*1. Courses in the core curriculum areas of reading/language arts, mathematics, science, and history-social science, courses required for middle school grade promotion*

*However, an English learner may be denied participation in any such course if the student has been enrolled in a school in the United States for less than 12 months or is enrolled in a program designed to develop the basic English skills of newly arrived immigrant students, and the course of study provided to the student is designed to remedy academic deficits incurred during participation and to enable the student to attain parity of participation in the standard instructional program within a reasonable length of time after the student enters the school system.*

*2. A full course load of courses specified in item #1 above*

*3. Other courses that meet the "a-g" course requirements for college admission or are advanced courses such as honors or Advanced Placement courses, on the sole basis of the student's classification as an English learner*

*(cf. 0415 - Equity)*  
*(cf. 6141.4 - International Baccalaureate Program)*  
*(cf. 6141.5 - Advanced Placement)*

*The district shall identify in its local control and accountability plan (LCAP) goals and specific actions and services to enhance student engagement, academic achievement, and other outcomes for English learners.*

*(cf. 0460 - Local Control and Accountability Plan)*  
*(cf. 3100 - Budget)*

*The Superintendent or designee shall encourage parent/guardian and community involvement in the development and evaluation of programs for English learners. The Superintendent or designee may also provide an English development literacy training program for parents/guardians and community members so that they may better support students' English language development.*

*(cf. 0420 - School Plans/Site Councils)*  
*(cf. 1220 - Citizen Advisory Committees)*  
*(cf. 6020 - Parent Involvement)*

#### *Staff Qualifications and Training*

*The Superintendent or designee shall ensure that all staff employed to teach English learners possess the appropriate authorization from the Commission on Teacher Credentialing.*

*(cf. 4112.22 - Staff Teaching English Learners)*

*The district shall provide effective professional development to teachers (including teachers in classroom settings that are not the settings of language instruction educational programs), administrators, and other school or community-based organization personnel to improve the instruction and assessment of English learners and enhance staff's ability to understand and use curricula, assessment, and instructional strategies for English learners. Such professional development shall be of sufficient intensity and duration to produce a positive and lasting impact on teachers' performance in the classroom. (20 USC 6825)*

*(cf. 4131 - Staff Development)*  
*(cf. 4231 - Staff Development)*  
*(cf. 4331 - Staff Development)*

*Staff development shall also address the sociocultural needs of English learners and provide opportunities for teachers to engage in supportive, collaborative learning communities.*

#### *Identification and Assessment*

*The Superintendent or designee shall maintain procedures for the early identification of English learners and an assessment of their proficiency using the state's English Language Proficiency Assessments for California (ELPAC). To oversee test administration, the Superintendent or designee shall annually designate a district ELPAC coordinator and a site coordinator for each test site in accordance with 5 CCR 11518.40-11518.45.*

*Once identified as an English learner, a student shall be annually assessed for language proficiency until the student is reclassified based on criteria specified in the accompanying administrative regulation.*

*In addition, English learners' academic achievement in English language arts, mathematics, science, and any additional subject required by law shall be assessed using the California Assessment of Student Performance and Progress. As necessary, the test shall be administered with testing variations in accordance with 5 CCR 854.1-854.3. English learners who are in their first 12 months of attending a school in the United States shall be exempted from taking the English language arts assessment to the extent allowed by federal law. (Education Code 60603, 60640; 5 CCR 854.1-854.3)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*Formative assessments may be utilized to analyze student performance and appropriately adapt teaching methodologies and instructions.*

*(cf. 6162.5 - Student Assessment)*

### *Language Acquisition Programs*

*The district shall offer research-based language acquisition programs that are designed to ensure English acquisition as rapidly and as effectively as possible and that provide instruction to students on the state-adopted academic content standards, including the English language development standards. (Education Code 306; 5 CCR 11300)*

*At a minimum, the district shall offer a structured English immersion program which includes designated and integrated English language development. In the structured English immersion program, nearly all of the classroom instruction shall be provided in English, but with the curriculum and presentation designed for students who are learning English. (Education Code 305-306; 5 CCR 11309)*

*For the purpose of determining the amount of instruction to be conducted in English in the structured English immersion program, "nearly all" means that all classroom instruction shall be conducted in English except for clarification, explanation, and support as needed.*

*In addition, language acquisition programs offered by the district may include, but are not*

*limited to, the following: (Education Code 305-306)*

*1. A dual-language immersion program that provides integrated language learning and academic instruction for native speakers of English and native speakers of another language, with the goals of high academic achievement, first and second language proficiency, and cross-cultural understanding*

*(cf. 6142.2 - World Language Instruction)*

*2. A transitional or developmental program for English learners that provides literacy and academic instruction in English and a student's native language and that enables an English learner to achieve English proficiency and academic mastery of subject matter content and higher order thinking skills, including critical thinking, in order to meet state academic content standards*

*The district's language acquisition programs for grades K-3 shall comply with class size requirements specified in Education Code 42238.02. (Education Code 310)*

*(cf. 6151 - Class Size)*

*In establishing the district's language acquisition programs, the Superintendent or designee shall consult with parents/guardians and the community during the LCAP development process. The Superintendent or designee shall also consult with administrators, teachers, and other personnel with appropriate authorizations and experience in establishing a language acquisition program. (Education Code 305)*

*At the beginning of each school year or upon a student's enrollment, parents/guardians shall be provided information on the types of language acquisition programs available to students enrolled in the district, including, but not limited to, a description of each program, the process to be followed in making a program selection, identification of any language to be taught in addition to English when the program includes instruction in another language, and the process to request establishment of a language acquisition program. (Education Code 310; 5 CCR 11310)*

*(cf. 5145.6 - Parental Notifications)*

*Whenever a student is identified as an English learner based on the results of the ELPAC, the student's parents/guardians may choose a language acquisition program that best suits their child. To the extent possible, any language acquisition program requested by the parents/guardians of 30 or more students at the school or by the parents/guardians of 20 or more students at any grade level shall be offered by the school. (Education Code 310; 5 CCR 11311)*

*Reclassification*

*When an English learner is determined based on state and district reclassification criteria to have acquired a reasonable level of English proficiency pursuant to Education Code 313 and 52164.6, or upon request by the student's parent/guardian, the student shall be transferred from a language acquisition program into an English language mainstream classroom.*

*Program Evaluation*

*To evaluate the effectiveness of the district's educational program for English learners, the Superintendent or designee shall report to the Board, at least annually, regarding:*

- 1. Progress of English learners towards proficiency in English*
- 2. The number and percentage of English learners reclassified as fluent English proficient*
- 3. The number and percentage of English learners who are or are at risk of being classified as long-term English learners in accordance with Education Code 313.1*
- 4. The achievement of English learners on standards-based tests in core curricular areas*
- 5. For any language acquisition program that includes instruction in a language other than English, student achievement in the non-English language in accordance with 5 CCR 11309*
- 6. Progress toward any other goals for English learners identified in the district's LCAP*
- 7. A comparison of current data with data from at least the previous year in regard to items #1-6 above*
- 8. A comparison of data between the different language acquisition programs offered by the district*

*The Superintendent or designee shall also provide the Board with regular reports from any district or schoolwide English learner advisory committees.*

*Legal Reference:*

*EDUCATION CODE*

*300-340 English language education, especially:*

*305-310 Language acquisition programs*

*313-313.5 Assessment of English proficiency*

*430-446 English Learner and Immigrant Pupil Federal Conformity Act*

*33050 State Board of Education waiver authority*

*42238.02-42238.03 Local control funding formula*

*44253.1-44253.11 Qualifications for teaching English learners*

48980 Parental notifications  
 48985 Notices to parents in language other than English  
 52052 Accountability; numerically significant student subgroups  
 52060-52077 Local control and accountability plan  
 52160-52178 Bilingual Bicultural Act  
 56305 CDE manual on English learners with disabilities  
 60603 Definition, recently arrived English learner  
 60640 California Assessment of Student Performance and Progress  
 60811-60812 Assessment of English language development  
 62002.5 Continuation of advisory committee after program sunsets  
 CODE OF REGULATIONS, TITLE 5  
 854.1-854.3 CAASPP and universal tools, designated supports, and accommodations  
 854.9 CASSPP and unlisted resources for students with disabilities  
 11300-11316 English learner education  
 11517.6-11519.5 English Language Proficiency Assessments for California  
 UNITED STATES CODE, TITLE 20  
 1412 Individuals with Disabilities Education Act; state eligibility  
 1701-1705 Equal Educational Opportunities Act  
 6311 Title I state plan  
 6312 Title I local education agency plans  
 6801-7014 Title III, language instruction for English learners and immigrant students  
 7801 Definitions  
 CODE OF FEDERAL REGULATIONS, TITLE 34  
 100.3 Discrimination prohibited  
 200.16 Assessment of English learners  
 COURT DECISIONS  
 Valeria O. v. Davis, (2002) 307 F.3d 1036  
 California Teachers Association v. State Board of Education et al., (9th Circuit, 2001) 271 F.3d 1141  
 McLaughlin v. State Board of Education, (1999) 75 Cal.App.4th 196  
 Teresa P. et al v. Berkeley Unified School District et al, (1989) 724 F.Supp. 698  
 ATTORNEY GENERAL OPINIONS  
 83 Ops.Cal.Atty.Gen. 40 (2000)

*Management Resources:*

**CSBA PUBLICATIONS**

*English Learners in Focus: The English Learner Roadmap: Providing Direction for English Learner Success, Governance Brief, February 2018*  
*English Learners in Focus, Issue 4: Expanding Bilingual Education in California after Proposition 58, Governance Brief, March 2017*  
*English Learners in Focus, Issue 1: Updated Demographic and Achievement Profile of California's English Learners, Governance Brief, rev. September 2016*  
*English Learners in Focus, Issue 3: Ensuring High-Quality Staff for English Learners, Governance Brief, July 2016*

*English Learners in Focus, Issue 2: The Promise of Two-Way Immersion Programs, Governance Brief, September 2014*

**CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS**

*California Practitioners' Guide for Educating English Learners with Disabilities, 2019*

*California English Learner Roadmap: Strengthening Comprehensive Educational Policies, Programs and Practices for English Learners, 2018*

*Matrix One: Universal Tools, Designated Supports, and Accommodations for the California Assessment of Student Performance and Progress for 2017-18, rev. August 2017*

*Reclassification Guidance for 2017-18, CDE Correspondence, April 28, 2017*

*Integrating the CA ELD Standards into K-12 Mathematics and Science Teaching and Learning, December 2015*

*Next Generation Science Standards for California Public Schools, Kindergarten through Grade Twelve, rev. March 2015*

*English Language Arts/English Language Development Framework for California Public Schools: Transitional Kindergarten Through Grade Twelve, 2014*

*Common Core State Standards for Mathematics, rev. 2013*

*English Language Development Standards for California Public Schools: Kindergarten Through Grade Twelve, 2012*

**THE EDUCATION TRUST- WEST PUBLICATIONS**

*Unlocking Learning II: Math as a Lever for English Learner Equity, March 2018*

*Unlocking Learning: Science as a Lever for English Learner Equity, January 2017*

**U.S. DEPARTMENT OF EDUCATION PUBLICATIONS**

*Accountability for English Learners Under the ESEA, Non-Regulatory Guidance, January 2017*

*Innovative Solutions for Including Recently Arrived English Learners in State Accountability Systems: A Guide for States, January 2017*

*English Learner Tool Kit for State and Local Educational Agencies (SEAs and LEAs), rev. November 2016*

*English Learners and Title III of the Elementary and Secondary Education Act (ESEA), as Amended by the Every Student Succeeds Act (ESSA), Non-Regulatory Guidance, September 23, 2016*

*Dear Colleague Letter: English Learner Students and Limited English Proficient Parents, January 7, 2015*

**WEB SITES**

*CSBA: <http://www.csba.org>*

*California Association for Bilingual Education: <http://www.gocabe.org>*

*California Department of Education: <http://www.cde.ca.gov/sp/el>*

*National Clearinghouse for English Language Acquisition: <http://www.ncela.us>*

*The Education Trust-West: <http://west.edtrust.org>*

*U.S. Department of Education: <http://www.ed.gov>*

Policy LA HABRA CITY SCHOOL DISTRICT

adopted: January 1997 La Habra, California

revised: May 2002

revised: February 2007

revised: April 9, 2015

*1<sup>st</sup> Reading: December 17, 2020*

## La Habra City School District

**To:** Board of Trustees  
**From:** Gina Cosylian, Executive Assistant to Superintendent  
**Date:** December 17, 2020  
**CC:** Superintendent  
**Re:** Approval of Board Policies

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### **Background:**

La Habra City School District has existing policies in place, but on occasion, certain policies need to be updated using California School Board Association's (CSBA) samples.

### **Rationale:**

Due to changes and updates to the law, below is a recommended update and/or new policy for our District:

### **BP 6020 - Parent Involvement**

Policy updated to reflect the requirements to work with parents/guardians and family members to jointly develop the district's parent involvement policy and to include strategies for family engagement in the local control and accountability plan (LCAP). For districts that receive federal Title IV funding for family engagement programs, policy adds the requirement to inform parents/guardians and organizations of the existence of the program. Policy also contains material formerly in the AR regarding the inclusion of the Title I local educational agency plan into the LCAP and the distribution of the district and school-level parent involvement policies.

### **BP 6147.7 - Physical Education and Activity**

Policy updated to add statement on equal access and equal opportunities for participation in physical education regardless of gender, gender identity, gender expression, sexual orientation, and mental or physical disability, as included in CDE's Federal Program Monitoring instrument. Policy also reflects U.S. Department of Health and Human Services recommendations for moderate to vigorous physical activity in children, clarifies credential requirements for teachers of physical education, and reflects the requirement that students who have been granted a permanent exemption from physical education must still be offered physical education courses of at least 400 minutes each 10 school days.

## **BP 6173 - Education for Homeless Children**

Policy, regulation, and exhibits updated to reflect the federal McKinney-Vento Homeless Assistance Act as amended by the Every Student Succeeds Act (P.L. 114-95), as well as updated U.S. Department of Education non-regulatory guidance. Policy includes new material on the designation of a district liaison for homeless children and youth, identification of homeless students, confidentiality of student records containing information about a homeless student's living situation, and coordination of services with other entities. Policy also reflects new mandate to adopt policy to ensure participation by district liaisons and other appropriate staff in professional development and other technical assistance activities, and NEW LAW (SB 1068, 2016) which requires the California Department of Education (CDE) to provide specified informational and training materials to district liaisons. Regulation revises the definitions of "homeless student" and "school of origin," revises the duties of the district liaison, reflects requirement to provide the district liaison's contact information to the CDE and other specified persons, provides that a homeless student will be immediately enrolled even if he/she misses application or enrollment deadlines, and revises the content of the written explanation of the district's decision related to eligibility, school selection, or enrollment. Exhibits updated to revise the content of the district's explanation of its decision(s) related to eligibility, school selection, or enrollment and to revise the dispute form for use by parents/guardians who choose to appeal the district's decision.

### **Recommended Action:**

It is recommended that the Board of Trustees review and adopt the recommended Board Policy update.

### **Financial Implications, if any:**

None

# La Habra City ESD

## Board Policy

### Parent Involvement

BP 6020

#### Instruction

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/*guardian* involvement in the education of *their* children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with staff, ~~and parents/guardians, to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities, advisory, decision-making and advocacy roles, and activities to support learning at home.~~ *and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in district and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.*

(cf. 0420 - School Plans/Site Councils)  
(cf. 1220 - Citizen Advisory Committees)  
(cf. 1230 - School-Connected Organizations)  
(cf. 1240 - Volunteer Assistance)  
(cf. 1250 - Visitors/Outsiders)

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

(cf. 5020 - Parent Rights and Responsibilities)

The district's local control and accountability plan (*LCAP*) shall include goals and strategies for parent/*guardian* involvement *and family engagement*, 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. (Education Code 42238.02, 52060)

(cf. 0460 - Local Control and Accountability Plan)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's ~~parent involvement efforts,~~ *parent/guardian and family engagement efforts*, including, but not limited to, input from parents/guardians, *family members*, and school staff on the adequacy of ~~parent involvement opportunities and barriers that may inhibit parent/guardian participation.~~

(cf. 0500 - Accountability)

## Title I Schools

~~The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent involvement policy in accordance with 20 USC 6318.~~

*The Superintendent or designee shall involve parents/guardians and family members in establishing district expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the district will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)*

(cf. 6171 - Title I Programs)

When the district's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities *and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631.* The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the district's Title I funds will be allotted for parent/guardian and family engagement activities ~~and shall ensure that priority is given to schools in high poverty areas in accordance with law.~~ (20 USC 6318, 6631)

(cf. 3100 - Budget)

Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for district and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents/guardians and family members
4. Collaboration , *or the provision of subgrants to schools to enable collaboration,* with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement

5. Any other activities and strategies that the district determines are appropriate and consistent with this policy

*The district's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district's LCAP in accordance with 20 USC 6312. (20 USC 6318)*

The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318.

*District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)*

#### Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the district and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

#### Legal Reference:

##### EDUCATION CODE

11500-11505 Programs to encourage parent involvement

48985 Notices in languages other than English

51101 Parent rights and responsibilities

52060-52077 Local control and accountability plan

54444.1-54444.2 Parent advisory councils, services to migrant children

56190-56194 Community advisory committee, special education

64001 School plan for student achievement, consolidated application programs

##### LABOR CODE

230.8 Time off to visit child's school

##### CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

##### UNITED STATES CODE, TITLE 20

6311 State plan

6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program, purposes and definitions

7241-7246 Family engagement in education programs

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships:

<http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

Policy LA HABRA CITY SCHOOL DISTRICT

adopted: January 1997 La Habra, California

revised: February 2007

revised: December 14, 2017

*1<sup>st</sup> reading: November 12, 2020*

*2<sup>nd</sup> reading: December 17, 2020*

# La Habra City ESD

## Board Policy

### Physical Education And Activity

BP 6142.7

#### Instruction

The Governing Board recognizes the positive benefits of physical activity on student health, *well-being*, and academic achievement. The district shall provide all students the opportunity to be physically active on a regular basis through high-quality physical education instruction and may provide additional opportunities for physical activity throughout the school day. The district's physical education and activity programs shall support the district's coordinated student wellness program and encourage students' lifelong fitness.

(cf. 5030 - Student Wellness)

(cf. 6142.8 - Comprehensive Health Education)

*Physical education classes shall be conducted in the coeducational, inclusive manner prescribed by law. The district shall provide instruction in physical education that provides equal access and equal opportunities for participation for all students in grades 1-12 regardless of gender, gender identity, gender expression, sexual orientation, and mental or physical disability. (Education Code 220, 221.5, 33352; 5 CCR 4900, 4930, 4931, 4940, 4960; 34 CFR 106.33, 106.34, 300.108)*

(cf. 0410 - Nondiscrimination in District Programs and Activities)

The district's physical education program shall provide a developmentally appropriate sequence of instruction aligned with the state's model content standards and curriculum framework. ~~The Superintendent or designee shall ensure that the district's program provides students with equal opportunities for instruction and participation regardless of gender in accordance with law.~~

(cf. 6011 - Academic Standards)

(cf. 6143 - Courses of Study)

*The district's physical education program shall engage students in age-appropriate moderate to vigorous physical activity, as defined in the accompanying administrative regulation, including aerobic, muscle-strengthening, and bone-strengthening activities. The Superintendent or designee shall develop strategies to monitor the amount of moderate to vigorous physical activity that takes place in the physical education instructional program.*

Students with disabilities shall be provided instruction in physical education in accordance with their individualized education program or Section 504 accommodation plan.

(cf. 6159 - Individualized Education Program)

(cf. 6164.6 - Identification and Education Under Section 504)

During air pollution episodes, extreme weather, or other inclement conditions, physical education staff shall make appropriate adjustments to the program or shall seek alternative indoor space to enable students to participate in active physical education.

(cf. 3514 - Environmental Safety)

(cf. 5141.7 - Sun Safety)

#### Additional Opportunities for Physical Activity

The Superintendent or designee shall develop strategies to supplement physical education instruction with additional opportunities for students to be physically active before, during, and after the school day.

(cf. 1330.1 - Joint Use Agreements)

(cf. 5142.2 - Safe Routes to School Program)

(cf. 5148 - Child Care and Development Program)

(cf. 5148.2 - Before/After School Program)

(cf. 6145 - Extracurricular and Cocurricular Activities)

#### Staffing

Physical education instruction shall be delivered by appropriately credentialed teachers who may be assisted by instructional aides, paraprofessionals, and/or volunteers.

(cf. 1240 - Volunteer Assistance)

(cf. 4112.2 - Certification)

(cf. 4112.21 - Interns)

(cf. 4113 - Assignment)

(cf. 4222 - Teacher Aides/Paraprofessionals)

The district shall provide physical education teachers with continuing professional development, including classroom management and instructional strategies designed to keep students engaged and active and to enhance the quality of physical education instruction and assessment.

(cf. 4131 - Staff Development)

(cf. 5121 - Grades/Evaluation of Student Achievement)

#### Physical Fitness Testing

The Superintendent or designee shall annually administer the physical fitness test designated by the State Board of Education to students in grades 5 and 7 (Education Code 60800; 5 CCR 1041)

#### Temporary Exemptions

The Superintendent or designee may grant a temporary exemption from physical education under either of the following conditions: (Education Code 51241)

1. The student is ill or injured and a modified program to meet his/her needs cannot be provided.
2. The student is enrolled for one-half time or less.

#### Program Evaluation

The Superintendent or designee shall annually report to the Board the results of the state physical fitness testing for each school and applicable grade level. He/she shall also report to the Board regarding the number of instructional minutes offered in physical education for each grade level, the number of two-year and permanent exemptions granted pursuant to Education Code 51241, and any other data agreed upon by the Board and the Superintendent or designee to evaluate program quality and the effectiveness of the district's program in meeting goals for physical activity *and student well-being*.

(cf. 0500 - Accountability)

(cf. 6190 - Evaluation of the Instructional Program)

#### Legal Reference:

##### EDUCATION CODE

220 Prohibition of discrimination

221.5 Sex equity in education

33126 School accountability report card

33350-33354 CDE responsibilities re: physical education

35256 School accountability report card

44250-44277 Credential types

49066 Grades; physical education class

51210 Course of study, grades 1-6

51220 Course of study, grades 7-12

51222 Physical education

51223 Physical education, elementary schools

51241 Temporary, two-year or permanent exemption from physical education

51242 Exemption from physical education for athletic program participants

52316 Excuse from attending physical education classes; regional occupational center/program

60800 Physical performance test

##### CODE OF REGULATIONS, TITLE 5

1040-1044 Physical performance test

1047-1048 Testing variations and accommodations

3051.5 Adapted physical education for individuals with exceptional needs

4600-4670 Uniform complaint procedures

4900-4965 Nondiscrimination in elementary and secondary educational programs receiving

state or federal financial assistance

80020 Additional assignment authorizations for specific credentials

80037 Designated subjects teaching credential; special teaching authorization in physical education

80046.1 Added authorization to teach adapted physical education

UNITED STATES CODE, TITLE 29

794 Rehabilitation Act of 1973, Section 504

UNITED STATES CODE, TITLE 42

1758b Local wellness policy

CODE OF FEDERAL REGULATIONS, TITLE 34

106.33 Nondiscrimination on the basis of sex; comparable facilities

106.34 Nondiscrimination on the basis of sex; access to classes and schools

300.108 Assistance to states for the education of children with disabilities; physical education

ATTORNEY GENERAL OPINIONS

53 Ops.Cal.Atty.Gen. 230 (1970)

COURT DECISIONS

Doe v. Albany Unified School District (2010) 190 Cal.App.4th 668

Cal200 et al. v. San Francisco Unified School District et al. (2013), San Francisco Superior Court, Case No. CGC-13-534975

Cal200 et al. v. Oakland Unified School District et al. (San Francisco Superior Court, Case No. CPF-14-513959

Management Resources:

CSBA PUBLICATIONS

Monitoring for Success: A Guide for Assessing and Strengthening Student Wellness Policies, 2012

Student Wellness: A Healthy Food and Physical Activity Policy Resource Guide, 2012

Active Bodies, Active Minds: Physical Activity and Academic Achievement, Fact Sheet, February 2010

Maximizing Opportunities for Physical Activity Through Joint Use of Facilities, Policy Brief, February 2010

Maximizing Opportunities for Physical Activity During the School Day, Fact Sheet, November 2009

Moderate to Vigorous Physical Activity in Physical Education to Improve Health and Academic Outcomes, Fact Sheet, November 2009

Physical Education and California Schools, Policy Brief, October 2007

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Physical Education Framework for California Public Schools: Kindergarten Through Grade 12, 2009

Physical Education Model Content Standards for California Public Schools: Kindergarten Through Grade 12, January 2005

CENTERS FOR DISEASE CONTROL AND PREVENTION PUBLICATIONS

School Health Index (SHI): A Self-Assessment and Planning Guide, Elementary School, 2017

School Health Index (SHI): A Self-Assessment and Planning Guide, Middle/High School, 2017

COMMISSION ON TEACHER CREDENTIALING PUBLICATIONS

The Administrator's Assignment Manual, 2019

U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES PUBLICATIONS  
Physical Activity Guidelines for Americans, 2nd Edition, 2018

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education: <http://www.cde.ca.gov>

California Healthy Kids Resource Center: <http://www.californiahealthykids.org>

California Project LEAN (Leaders Encouraging Activity and Nutrition):

<http://www.californiaprojectlean.org>

Centers for Disease Control and Prevention: <http://www.cdc.gov>

Commission on Teacher Credentialing: <http://www.ctc.ca.gov>

Healthy People 2010: <http://www.healthypeople.gov>

National Association for Sport and Physical Education:

<http://www.pgpedia.com/n/national-association-sport-and-physical-education>

President's Council on Sports, Fitness and Nutrition: <http://www.fitness.gov>

U.S. Department of Health and Human Services: <http://www.health.gov>

Policy LA HABRA CITY SCHOOL DISTRICT

adopted: February 26, 2015 La Habra, California

*1<sup>st</sup> reading: November 12, 2020*

*2<sup>nd</sup> reading: December 17, 2020*

# ***La Habra City ESD***

## ***Board Policy***

### ***Education For Homeless Children***

***BP 6173***

#### ***Instruction***

*The Governing Board desires to ensure that homeless students have access to the same free and appropriate public education provided to other students within the district. The district shall provide homeless students with access to education and other services necessary for them to meet the same challenging academic standards as other students.*

*(cf. 6011 - Academic Standards)*

*The Superintendent or designee shall identify and remove any barriers to the identification and enrollment of homeless students and to the retention of homeless students due to absences or outstanding fees or fines. (42 USC 11432)*

*(cf. 3250 - Transportation Fees)*

*(cf. 3260 - Fees and Charges)*

*(cf. 5113.1 - Chronic Absence and Truancy)*

*When there are at least 15 homeless students in the district or a district school, the district's local control and accountability plan (LCAP) shall include goals and specific actions to improve student achievement and other outcomes of homeless students. (Education Code 52052, 52060)*

*(cf. 0460 - Local Control and Accountability Plan)*

*The Superintendent or designee shall designate an appropriate staff person to serve as a liaison for homeless children and youths. The district liaison shall fulfill the duties specified in 42 USC 11432 to assist in identifying and supporting homeless students to succeed in school.*

*In order to identify district students who are homeless, the Superintendent or designee may give a housing questionnaire to all parents/guardians during school registration, make referral forms readily available, include the district liaison's contact information on the district and school web sites, provide materials in a language easily understood by families and students, provide school staff with professional development on the definition and signs of homelessness, and contact appropriate local agencies to coordinate referrals for homeless children and youth and unaccompanied youth.*

*(cf. 1113 - District and School Web Sites)*

*(cf. 4131 - Staff Development)*

*(cf. 4231 - Staff Development)*

*(cf. 4331 - Staff Development)*

*Information about a homeless student's living situation shall be considered part of a student's educational record, subject to the Family Educational Rights and Privacy Act and shall not be deemed to be directory information as defined in 20 USC 1232g. (42 USC 11432)*

*(cf. 5125 - Student Records)*

*(cf. 5125.1 - Release of Directory Information)*

*The Superintendent or designee shall ensure that placement decisions for homeless students are based on the student's best interest as defined in law and administrative regulation.*

*Each homeless student shall be provided services that are comparable to services offered to other students in the school, including, but not limited to, transportation, educational programs for which the student meets the eligibility criteria (such as federal Title I services or similar state or local programs, programs for students with disabilities, and educational programs for English learners), career and technical education programs, programs for gifted and talented students, and school nutrition programs. (42 USC 11432)*

*(cf. 3550 - Food Service/Child Nutrition Program)*

*(cf. 3553 - Free and Reduced Price Meals)*

*(cf. 5148.2 - Before/After School Programs)*

*(cf. 5148.3 - Preschool/Early Childhood Education)*

*(cf. 6159 - Individualized Education Program)*

*(cf. 6164.2 - Guidance/Counseling Services)*

*(cf. 6171 - Title I Programs)*

*(cf. 6172 - Gifted and Talented Student Program)*

*(cf. 6174 - Education for English Learners)*

*(cf. 6177 - Summer Learning Programs)*

*(cf. 6178 - Career and Technical Education)*

*(cf. 6179 - Supplemental Instruction)*

*Homeless students shall not be segregated into a separate school or program based on their status as homeless and shall not be stigmatized in any way. For health and safety emergencies or to provide temporary, special, and supplementary services, the Superintendent or designee may separate homeless students on school grounds as necessary for short periods of time to meet the unique needs of homeless students. (42 USC 11432, 11433)*

*(cf. 0410 - Nondiscrimination in District Programs and Activities)*

*(cf. 3553 - Free and Reduced Price Meals)*

*The Superintendent or designee shall coordinate with other agencies and entities to ensure that homeless children and youth are promptly identified, ensure that homeless students have access to and are in reasonable proximity to available education and related support services, and raise the awareness of school personnel and service providers of the effects of short-term stays in a shelter and other challenges associated with homelessness. Toward these ends, the*

*Superintendent or designee shall collaborate with local social services agencies, other agencies or entities providing services to homeless children and youth, and, if applicable, transitional housing facilities. In addition, the Superintendent or designee shall coordinate transportation, transfer of school records, and other interdistrict activities with other local educational agencies. As necessary, the Superintendent or designee shall coordinate, within the district and with other involved local educational agencies, services for homeless students and services for students with disabilities. (42 USC 11432)*

*(cf. 1400 - Relations Between Other Governmental Agencies and the Schools)*

*District liaisons and other appropriate staff shall participate in professional development and other technical assistance activities to assist them in identifying and meeting the needs of homeless students and to provide training on the definitions of terms related to homelessness. (42 USC 11432)*

*At least annually, the Superintendent or designee shall report to the Board on outcomes for homeless students, which may include, but are not limited to, school attendance, student achievement test results, promotion and retention rates by grade level, graduation rates, suspension/expulsion rates, and other outcomes related to any goals and specific actions identified in the LCAP. Based on the evaluation data, the district shall revise its strategies as needed to better support the education of homeless students.*

*(cf. 0500 - Accountability)*

*(cf. 6162.51 - State Academic Achievement Tests)*

*(cf. 6190 - Evaluation of the Instructional Program)*

*Legal Reference:*

*EDUCATION CODE*

*39807.5 Payment of transportation costs by parents*

*48850 Educational rights of homeless and foster youth*

*48852.5 Notice of educational rights of homeless students*

*48852.7 Enrollment of homeless students*

*48915.5 Recommended expulsion, homeless student with disabilities*

*48918.1 Notice of recommended expulsion*

*51225.1-51225.3 Graduation requirements*

*52052 Accountability; numerically significant student subgroups*

*52060-52077 Local control and accountability plan*

*CODE OF REGULATIONS, TITLE 5*

*4600-4670 Uniform complaint procedures*

*UNITED STATES CODE, TITLE 20*

*1087vv Free Application for Federal Student Aid; definitions*

*1232g Family Educational Rights and Privacy Act*

*6311 Title I state plan; state and local educational agency report cards*

*UNITED STATES CODE, TITLE 42*

*11431-11435 McKinney-Vento Homeless Assistance Act*  
*12705 Cranston-Gonzalez National Affordable Housing Act; state and local strategies*

*Management Resources:*

*CALIFORNIA CHILD WELFARE COUNCIL PUBLICATIONS*

*Partial Credit Model Policy and Practice Recommendations*

*CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS*

*Homeless Education Dispute Resolution Process, January 30, 2007*

*NATIONAL CENTER FOR HOMELESS EDUCATION PUBLICATIONS*

*Homeless Liaison Toolkit, 2013*

*U.S. DEPARTMENT OF EDUCATION GUIDANCE*

*Dear Colleague Letter, July 27, 2016*

*Education for Homeless Children and Youths Program, Non-Regulatory Guidance, July 2016*

*WEB SITES*

*California Child Welfare Council: <http://www.chhs.ca.gov/Pages/CACildWelfareCouncil.aspx>*

*California Department of Education, Homeless Children and Youth Education:*

*<http://www.cde.ca.gov/sp/hs/cy>*

*National Center for Homeless Education at SERVE: <http://www.serve.org/nche>*

*National Law Center on Homelessness and Poverty: <http://www.nlchp.org>*

*U.S. Department of Education: <http://www.ed.gov/programs/homeless/index.html>*

*(7/05 12/15) 10/16*

*1<sup>st</sup> reading: November 12, 2020*

*2<sup>nd</sup> reading: December 17, 2020*

**SIXTH AMENDMENT TO  
CONTRACT FOR EMPLOYMENT OF  
SUPERINTENDENT OF SCHOOLS  
BETWEEN THE LA HABRA CITY SCHOOL DISTRICT  
AND  
JOANNE CULVERHOUSE, ED.D.**

WHEREAS, the Board of Education and Dr. Culverhouse mutually entered into an employment agreement ("Agreement") employing Dr. Culverhouse as the Superintendent of the La Habra City School District; and

WHEREAS, the current term of the Agreement by virtue of the Fifth Amendment runs until June 30, 2023; and

WHEREAS, Dr. Culverhouse received a positive annual performance evaluation from the Board of Education on December 17, 2020; and

WHEREAS, the Board of Education took action in open session at the regular Board meeting on December 17, 2020, to amend the Agreement as hereinafter provided in this Sixth Amendment.

NOW, THEREFORE, it is hereby agreed as follows:

1. The term of the Agreement shall be extended from July 1, 2020, to June 30, 2024.

2. In accordance with the prior Fourth and Fifth Amendments, and for current and future fiscal years, the Superintendent's Salary Range shall be increased by the same percentage and effective upon the same date as the salary increase approved by the Board of Education for the District's Certificated Administrative Personnel. Should there be no increase or a deferred increase approved for the District's Certificated Administrative Personnel, then the same result shall also be applied to the Superintendent's Salary Schedule, unless otherwise mutually agreed in writing between the parties. Effective July 1, 2022, a seventh (2.0%) step shall be added to the Administrative Salary Schedule.

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3. All other provisions of Dr. Culverhouse's Contract for Employment, as amended, shall continue to remain in full force and effect until June 30, 2024.

IN WITNESS WHEREOF, the parties hereto have duly approved and executed this Sixth Amendment on the 17<sup>th</sup> day of December, 2020.

BOARD OF EDUCATION  
LA HABRA CITY SCHOOL DISTRICT

By: \_\_\_\_\_  
President, Board of Education

By: \_\_\_\_\_  
Vice President/Clerk

By: \_\_\_\_\_  
Member

By: \_\_\_\_\_  
Member

By: \_\_\_\_\_  
Member

JOANNE CULVERHOUSE, ED.D.  
SUPERINTENDENT

By: \_\_\_\_\_  
Joanne Culverhouse, Ed.D.

APPROVED AS TO FORM:

PARKER & COVERT LLP

By: Spencer E. Covert  
Spencer E. Covert  
Attorneys for the La Habra City School District

## La Habra City School District

**To:** Board of Trustees  
**From:** David Richardson, Supervisor of Transportation Operations  
**Date:** December 17, 2020  
**CC:** Superintendent  
**Re:** Resolution #13-2020 - Authorization to Apply For and Secure Grant Funding

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**Background:**

The South Coast Air Quality Management District (SCAQMD) Lower Emission School Bus Program 2021 seeks to offer grant awards for replacement of pre-2001 model year diesel-powered school buses. The maximum award amount is up to \$205,000 per Compressed Natural Gas bus. La Habra City School District currently owns four (4) buses eligible for grant replacement.

**Rationale:**

The SCAQMD Grant is for replacement of pre-2001 model year diesel-powered school buses. The grant allows the District to purchase new buses without having to fund the entire cost. The SCAQMD Bus Replacement Grant benefits the District by replacing obsolete, pre-2001 model year diesel-powered school bus with new, lower emission school buses. The District has used SCAQMD grants in the past to replace six (6) buses since 2013.

**Recommended Action:**

Staff recommends that the Board of Trustees find that it is in the best interest of the La Habra City School District, to apply for grant replacement of four (4) pre-2001 model year diesel-powered school buses. Dr. Joanne Culverhouse, District Superintendent, shall be authorized to implement the school bus replacement project.

**Financial Implications, if any:**

Not to exceed \$30,000 per grant funded bus.

**RESOLUTION # 13-2020**  
of the  
**BOARD OF EDUCATION**  
of the  
**LA HABRA CITY SCHOOL DISTRICT**

**Authorization to Apply For and Secure Grant Funding  
from the  
South Coast Air Quality Management District PA2021-02 AB 923 Lower Emission  
School Bus Program**

Whereas, the Board of Trustees of the La Habra City School District of Orange County, State of California, has determined the District's Transportation needs and;

Whereas, the District is in need of replacing four (4) school buses under PA2021-02 released by the South Coast Air Quality Management District (SCAQMD) at the October 2, 2020 SCAQMD Board meeting, and said program to be administered by the SCAQMD when awards are announced at the SCAQMD Board meeting on April 2, 2021.

Whereas, this grant is for replacement of pre-2001 model year school buses. The grant application process for SCAQMD AB 923 funds requires that the school board commit, in advance, through this resolution to providing the funds for any costs above the maximum funding amount of \$205,000 per bus. The Board of Trustees by this resolution is also showing that they are fully committed to obtaining these grants and following through with all of the requirements of this grant program.

Whereas, the cost above SCAQMD's maximum funding amount, is not to exceed \$30,000 per bus, to be paid by La Habra City School District.

Now, be it resolved that the Board of Trustees of the La Habra City School District does hereby authorize the School District's Representative, Dr. Joanne Culverhouse, District Superintendent, to apply for and secure all possible funding for the replacement of four (4) school buses with a commitment by this Board through this resolution to pay all additional costs, on any bus granted through the SCAQMD AB 923 program, PA2021-02.

Passed and Adopted this 17<sup>th</sup> Day of December, 2020, by the following called Vote:

Ayes: \_\_\_\_\_ Nays: \_\_\_\_\_ Absent: \_\_\_\_\_

ATTEST:

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Board President

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Board Secretary

## LA HABRA CITY SCHOOL DISTRICT

**To:** Board of Trustees

**From:** Danelle Bautista, Director of Classified Personnel

**Date:** December 17, 2020

**Re:** 2021 California Minimum Wage Increase Impact on three Classified Positions

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**Background:**

On October 27, 2016, Board of Trustees took action to increase the hourly rate for two classified positions, Student Supervisor and Extended Care Worker, in order to comply with the new California minimum wage requirements in Senate Bill SB 3/Labor Code section 1182.12. At that time, the Board was apprised of Labor Code Language that provided for future increases in the California minimum wage to occur as follows: 2018 (\$11 per hour), 2019 (\$12 per hour), 2020 (\$13 per hour), 2021 (\$14 per hour) and 2022 (\$15 per hour).

**Rationale:**

While the approval to increase the Student Supervisor and Extended Care Worker hourly rates for 2020 did allow for compliance with California Labor Code, at that time these two classified positions, plus an additional classification (Special Needs Bus Aide) will fall below the new \$14 per hour requirement for 2021. It is the intention for the District to comply with California Labor Code section 1182.12 and provide an increase to said classifications.

**Recommended Action:**

It is requested that effective January 1, 2021, the Board of Trustees approve the hourly rate for Student Supervisors to be increased from \$13.00 per hour to \$14.00 per hour, Extended Care Worker, Range 4 Step 1, be increased from \$13.00 per hour to \$14.00 per hour, and Special Needs Bus Aide, Range 9 Step 1, be increased from \$13.59 per hour to \$14.00 per hour.

**Financial Implications, if any:**

The financial implication would be an estimated increase of \$50,000.