Title I LEA-Level Parent and Family Engagement Policy
Willows Unified School District

Board Approved: September 3, 2026

1.0 The local governing board shall establish and implement a policy on parent and family engagement. (California *Education Code* [EC] sections (§§) 111500-11504, 51 l0l[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])

1.1 *Willows Unified School District (WUSD)* has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Willows Unified School District develops the policy with parents through surveys to evaluate the effectiveness of the district's and their schools' plan for student achievement and activities. The district also provides annual Title I Parent Meetings and District English Language Advisory/Migrant Education to involve parents in the planning, reviewing, and evaluating improvements of Title I programs, including writing the district's Parent and Family Engagement Policy/Plan. The LEA has distributed the policy to parents and family members of children served under Title I, Part A. Periodically, the Parent and Family Engagement Policy gets reviewed for Board Approval. The policy is distributed to families through the annual notification, all-call messages, site newsletters, student-family handbooks, and posted on the district's website. The policy is distributed in the following committees to review and get feedback from parents and community:

- District English Learner Advisory/Migrant Education/Title I Parent Meeting
- In Aeries when parents register their child in school (Aeries Parent portal)
- On the district's webpage (20 U.S.C. § 6318[a][2])

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

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

WUSD includes a goal of improving family engagement in the Local Control Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.

b) The LEA involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])

WUSD annually surveys parents and family members to gather feedback about what is working and areas for improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Educational partner feedback is also gathered at school meetings, district and school Parent Advisory Committee meetings, School Site Council meetings, Family Voices for English Learners meetings, Community School Advisory meetings, student focus groups, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

c) The LEA provides coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[a][2][B])

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. Activities include Coffee with the Principal, parent information nights and

workshops, Multilingual Learner Celebrations, Student Show and Shine events, and family events like a community Wellness Walk. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and included in the School Plan for Student Achievement.

d) The LEA 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])

WUSD coordinates and integrates parent and family engagement strategies to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs. The LEA coordinates and aligns the engagement efforts of school sites, Community Schools, and district-level initiatives to create a cohesive, collaborative system that strengthens partnerships with families and the community while maximizing resources and improving student outcomes.

e) The LEA conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

The district annually gathers input and feedback from stakeholders through the LCAP and Community Schools surveys, discussion forums with student leadership classes at all sites, focus groups, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Each school site has a School Site Council that is also involved in the process of school review and improvement by collecting information in a variety of ways. There is an annual evaluation of the parent and family engagement policy at a School Site Council meeting.

The LEA identifies the following:

1. Barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). (20 U.S.C. § 6318[a][2][D][i])

   The district annually gathers input and feedback from stakeholders through the LCAP survey, multilingual learner needs assessments, discussion forums and focus groups with student leadership classes at all sites, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process, and actions are developed to address the needs of families, such as providing child care and translation services, ensuring information is provided in a language and format that is easily understood by families.

2. The needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 318[a][2][D][ii])

   Each school site provides their own parent nights that support families with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, assistance with two-way communication platforms and data confirmation, 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 school-parent compact designed to meet the needs of the families. Schools host family information nights, such as Freshmen Orientation, information meetings with the principal, and other opportunities for families to engage with the staff. The 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 in achieving the state academic standards. School Site Councils provide input on what should be included in the compacts.

f) The LEA uses the findings of such evaluation in subparagraph (e) 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[a1[2l[EI)

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

g) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 63l8[a][2][F])

Every year, the district meets with the District English Learner Advisory/Migrant Education/Title I Parent Committees as well as various LCAP Stakeholders to review results of the annual evaluation and input from stakeholders. This information is then used to develop, revise, and review the parent and family engagement policy. Annual needs assessments are done throughout the year as part of the DELAC meetings.

l .2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the goals and purposes listed below. *(EC§§* 11502, 11504, 11506)

a) Engage parents positively in their children's education by helping parents to develop skills to use at home that 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 and school-parent compacts 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, parent-teacher conferences, parent workshops, are sent home and shared on the website.

b) Inform parents and family members 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§* l l502[b])

Information and resources are provided to parents on strategies to assist their child's learning at home through parent meetings, family nights, sent home, as well as on the website.

c) Build consistent and effective communication between the home and the school so that parents may know when and how to assist their children in support of classroom learning activities. (EC *§ 11502[c])*

ParentSquare is used district-wide to communicate with parents, along with social media, emails, and newsletters to assist with home-school communication connecting parents with school and community resources. ParentSquare allows two-way communication between families and staff in the user's chosen language and method of communication.

d) Train teachers and administrators to communicate effectively with parents. *(EC§* ll502[d])

Teachers and administrators communicate effectively with parents through online communication such as ParentSquare, social media (e.g. Facebook, Instagram, etc.), along with newsletters being sent home.

c) Integrate parent involvement programs into the school's master plan for academic accountability. *(EC§* 11502[e])

Each site annually develops a School Plan for Student Achievement which includes goals, actions,

strategies, and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

l .3 The LEA receiving more than $500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities. (20 U.S.C. § 6318[a][3][A])

The district reserves at least one percent of the Title I, Part A allocation to support district wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum.

l .4 Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. § 63l8[a][3][B])

Each school designates family members to serve on the District English Learner Advisory/Title I Parent Committee. The committee reviews input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP and the LCAP Federal Addendum, including the actions and services for family engagement.

1.5 Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

The district distributes 90% of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on their count for free and reduced meals.

1.6 Funds reserved by an LEA are 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. § 63l8[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])

c) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Funds reserved by the district for family engagement activities 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 their primary language.

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