



Title I, Part A: Parent and Family Engagement Plan

School: The Learning Academy of Santa Rosa

I, Forrest Ward, do hereby certify that all facts, figures, and representations made in this application are true, correct, and consistent with the statement of assurances for these waivers. Furthermore, all applicable statutes, regulations, and procedures; administrative and programmatic requirements; and procedures for fiscal control and maintenance of records will be implemented to ensure proper accountability for the expenditure of funds on this project. All records necessary to substantiate these requirements will be available for review by the appropriate state and federal staff. I further certify that all expenditures will be obligated only as appropriate to this project and will not be used for matching funds on this or any special project where prohibited.

Assurances

- The school will be governed by the statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with the definition outlined in Section 9101(32), ESEA;
- Involve the parents of children served in Title I, Part A in decisions about how Title I, Part A funds reserved for parental involvement are spent [Section 1118(b)(1) and (c)(3)];
- Jointly develop/revise with parents the school parental involvement policy and distribute it to parents of participating children and make available the parental involvement plan to the local community [Section 1118 (b)(1)];
- Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs under this part, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school wide program plan under section 1114(b)(2) [Section 1118(c)(3)];
- Use the findings of the parental involvement policy review to design strategies for more effective parental involvement, and to revise, if necessary, the school's parental involvement policy [Section 1118(a)(E)];
- If the plan for Title I, Part A, developed under Section 1112, is not satisfactory to the parents of participating children, the school will submit parent comments with the plan when the school submits the plan to the local educational agency [Section 1118(b)(4)];
- Provide to each parent an individual student report about the performance of their child on the state assessment in at least mathematics, language arts, and reading [Section 1111(h)(6)(B)(i)];
- Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in 34 CFR Section 200.56 [Section 1111(h)(6)(B)(ii)]; and
- Provide each parent timely notice information regarding their right to request information on the professional qualifications of the student's classroom teachers and paraprofessionals [Section (h)(6)(A)].

Forrest Ward

Signature of Principal or Designee

Digitally signed by Forrest Ward
Date: 2020.09.30 10:58:41 -05'00'

09/30/2020

Date signed

Mission Statement

Parental Involvement Mission Statement

Response:

The role of the parent in a student's education cannot be understated nor underestimated. The parent(s) must feel welcome on campus and be given a continuously open line of communication so they are able to stay informed of their child's expectations, progress, and/or difficulties. We strive to make available every avenue for communication and transparency, so as to comfort and reassure the parents their students are in a safe and welcoming environment, conducive to learning.

Engagement of Parents

Describe how the school will involve parents and families in an organized, ongoing, and timely matter in the planning, review, and improvement of Title I programs including involvement in decision making of how funds for Title I will be used. [ESEA Section 1116]

Response:

We will partner with the campus staff, parents, community members, and when necessary, the students, for recommendations on planning, opportunities for advocacy, and governance. We will encourage the participation of all stakeholders in this decision-making that directly affects their child's education. This will be emphasized at a number of our parent meetings, which will be held throughout the year, with flexible times, so as to make them accessible for as many stakeholders as possible. Our parent involvement advisory committee (School Advisory Council) is another avenue to make this accessible to all.

Coordination and Integration

Describe how the school will coordinate and integrate parental involvement programs and activities that teach parents how to help their children at home, to the extent feasible and appropriate, including but not limited to other federal programs such as Head Start, Home Instruction Programs for Preschool Youngsters, Voluntary Pre-Kindergarten, Title I, Part C, Title II, Title III, Title IV, and Title VI [ESEA Section 1116]

Response:

During our parent meetings/open houses, we will demonstrate how the EdGenuity programs operates, the layout of the dashboard, and how a student proceeds through lessons. Showing the parents how grades are determined and how the time-line for completion works will allow for them to be able to assist their child while off-campus. With EdGenuity being the focus of our school day, having the opportunity to educate the parents will be invaluable.

Annual Parent Meeting:

Describe the specific steps the school will take to conduct the annual meeting to inform parents and families of participating children about the school's Title I program, the nature of the program, and a description of how the meeting will cover adequate yearly progress (AYP), SCHOOL choice, and the rights of parents.

Response:

Quarterly Title I Parent Meetings - These will be held in the mornings and evenings, and will allow for the parents and other stakeholders to learn about what it means to be a Title I campus, how the Title I funds are utilized, and how they can best assist their students with their academics while off-campus.

Flexible Parent Meetings

Describe how the school will offer a flexible number of meetings, such as meetings in the morning or evening, and how the school will provide, with Title I funds, transportation, child care, or home visits, as such services relate to parent and family engagement [Section 1116]

Response:

Although our campus has not traditionally seen a high number participants in evening parent meetings, we will begin to offer them once again this year. Meetings will be offered in the morning, the evening, and a meal will be provided at each. Through the TAPP program, we are also able to provide mothers with child care so they are able to achieve their education goals.

Building Capacity

Describe how the school will implement activities building the capacity for meaningful parent/family involvement, relationships with the community to improve student achievement, materials and trainings to assist parents/families to work with their children, and any other reasonable support for parent/family engagement activities [ESEA Section 1116]

Response:

Although our campus has not traditionally seen a high number participants in evening parent meetings, we will begin to offer them once again this year. Meetings will be offered in the morning, the evening, and a meal will be provided at each. Through the TAPP program, we are also able to provide mothers with child care so they are able to achieve their education goals. We will also reach out to community stakeholders and approved mentors to provide support for both the school and the students individually. There a number of reputable and safe action teams and community members who have expressed interest in working with the youth in our care.

Staff Training

Describe the professional development activities the school will provide to educate teachers, specialized instructional support personnel, principals, other school leaders and staff with the assistance of parents/families in:

1. The value and utility of contributions of parents/families;
2. How to reach out to, communicate with, and work with parents/families as equal partners;
3. Implementing and coordinating parent/family programs and in building ties between parents/families and the school. [ESEA Section 1116]

Response:

Having had the opportunity in previous years, we will search out a poverty simulation professional development for our teachers and staff, so we are able to give everyone a first-hand knowledge of what many of our students are faced with, and how best to communicate with the families of those in such dire need. This should allow for us to be able to mend some of the previously strained relationships throughout the community.

Communication

Describe how the school will:

1. provide timely information about the Title I programs;
2. describe and explain the curriculum at the school, the forms of assessment used to measure student progress, and the achievement levels students are expected to obtain;
3. if requested by parents provide opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their child(ren);
4. submit parents/families' comments if the schoolwide plan is not satisfactory to them. [ESSEA Section 1116]

Response:

We will utilize every avenue of communication we have to disseminate information to the parents: Call-out's sent with Remind, emails, sending home of documents/flyers, meetings with individuals who have a stake in the child's education, and to encourage the parents while on campus to inquire regularly about student progress.

Accessibility

Describe how the school will:

1. provide full opportunities for participation in parent/family engagement activities for all parents/families;
2. share information related to school and parent/family programs, meetings, school reports, and other activities in an understandable, uniform format and in languages the parents can understand.

Response:

We will send out information about upcoming parent event through every available avenue of communication. At the events, we will provide flexible meeting times, meals, and all information paramount to helping the parents understand the goals, curriculum, and procedures of our school day.

Barriers

Describe the barriers that hindered parent participation in the previous school year. What steps will the school take during the upcoming school year to overcome the barriers (with attention paid to families who are disabled, have limited English proficiency, and parents/families of migratory children. [ESEA Section 116]

Response:

Our campus is determined to increase attendance at our parent meetings and open houses. Traditionally, we have had relatively low turnout; oftentimes, parental apathy seeming to be commonplace. We have a wheelchair and disability-friendly campus and we do not currently have any students where English is not the dominant language within the household, so these should not be barriers we experience. We must encourage the students to invite and prompt the parents' participation in these meetings, because the information they acquire would answer most questions we routinely receive.