

# The Annual Evaluation of Family Engagement - LEA Self-Assessment

The following Self-Assessment will help identify areas of strength and areas for potential growth in the evaluation of LEA family engagement practices and activities required annually by the Elementary and Secondary Education Act (ESEA). This self-assessment is designed to be an opportunity for authentic reflection and purposeful planning. **Please reflect on the previous school year. NOTE: This document has two pages.**

Name of LEA personnel completing self-assessment

Sheena Alaiasa

Reflecting on school year

2021-22

ESEA Citation	Engagement Component	Not Yet in Place	Emerging Practice	Established Practice	Innovative Implementation
1116(a)(2)(D)	1. LEA conducts, with 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 all Title I schools.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1116(a)(2)(D)(i)	2. LEA and school personnel strategically collect and analyze data to determine the barriers to greater participation by parents and family members.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1116(a)(2)(D)(i)	3. When collecting and analyzing data to determine the barriers to greater participation, particular attention is directed toward parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or minority background.	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
1116(a)(2)(D)(ii)	4. LEA and school personnel strategically collect and analyze data to determine the needs of parents and family members to assist with the learning of their children.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1116(a)(2)(D)(ii)	5. LEA and school personnel strategically collect and analyze data to determine the needs of parents and family members to engage with school personnel and teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1116(a)(2)(D)(iii)	6. LEA and school personnel strategically collect and analyze data to determine strategies to support successful school and family interactions.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
1116(a)(2)(E)	7. LEA and school personnel use the findings of the annual evaluation to design evidence-based strategies for more effective family engagement, and to revise, if necessary, the engagement policies.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

Please proceed to next page.

## Reflection and Next Steps to Enhance Family Engagement

1. Identify one or more area(s) of strength related to your LEA's family engagement

PHA requires all teachers to conduct home visits for all students at least 1x a year. We require teachers to communicate through REMIND, phone, text, call or newsletters each month. If a child does not attend class, we have teachers REMIND, phone, text, call to check in on the child and build a strong relationship.

2. Identify one or more area(s) of potential growth related to your LEA's family engagement

Increase family and parent participation with more activities, planning and policymaking

3. Identify one or more ideas/plans to address identified area(s) of growth.

Attendance has been an issue for our school. Our counselors have devised a plan to incentivise and track tardy and absenteeism.