

Instruction**TITLE I LEA-LEVEL PARENT AND FAMILY ENGAGEMENT POLICY**

A local school district governing board is required to adopt and implement a policy on parent and family engagement under California Education Code (EC) sections 11500-11504 and 51101(b) and 20 United States Code (USC) § 6318(a)(2). This document sets forth the San Diego Unified School District's (SDUSD) parent and family engagement policy.

The San Diego Unified School District (SDUSD) has developed this written Title I parent and family engagement policy jointly with parents and family members of participating children through its District Advisory Council (DAC). The DAC is composed of School Site Council Members from each school in the district. All members are invited to meet as a committee with district staff members to conduct the work needed to develop the SDUSD's Parent and Family Engagement Policy. The work the committee does is then presented to the DAC general body to obtain input and develop a recommendation to be presented to the Board of Education (BOE) for approval. This policy is distributed to individual families electronically or on paper at the beginning of each school year and is posted on the district's website.

To involve parents and family members in the Title I program, the following practices have been established and shall be followed:

1. The parent and family engagement policy is incorporated into the district's plan. (20 USC § 6318[a][2])
 - a. Parent and Family engagement is one of the Local Control and Accountability (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
2. 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 USC § 6318[a][2][A])
 - a. Including parents and families in the ongoing review, evaluation, and implementation of the School Plan for Student Achievement at the schools through the School Site Council.
 - b. Providing meaningful input on the development of the site level Parent and Family Engagement Policy.
 - c. Requiring schools to annually review and update the school level Parent and Family Engagement Policy.
3. 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

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- implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 USC § 6318[a][2][B])
- a. Designating staff at the district office to provide technical assistance to the school sites with planning and implementing effective parent and family engagement activities.
 - b. Providing training for site leaders, school community advisors, and other site staff regarding effective parent and family engagement activities, Title I program requirements, and communicating with families.
 - c. Collaborating with local community organizations to connect families to outside resources.
 - d. Providing information to parents and families on the academic standards, assessments, Title I program requirements, how to assist students at home, and how to work with educators to improve student achievement.
 - e. Offering workshops in High Impact Home Strategies (HIHS) for parents and families to build a home school partnership and assist parents in supporting the academic success of their children, including literacy, mathematics, and technology assistance.
4. 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 USC § 6318[a][2][C])
- a. Designating family engagement as one of the district's Local Control and Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
 - b. Coordinating parent and family engagement activities and strategies with other programs including Special Education, English Learner, programs to support families with participating in the education programs for their students.
5. 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])
- a. The District Advisory Council (DAC) develops, reviews and recommends the District Level Parent Involvement Policy to SDUSD's Board of Education for approval. The DAC is composed of School Site Council Members from each school in the district. All members are invited to meet as a committee with district

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staff members to conduct the work related to the District level Parent and Family Engagement Policy. The work the committee does is then presented to the DAC general body for input and recommendation to be presented to the BOE for approval.

- b. Conducting an annual review of the district's Parent and Family Engagement Policy at District Advisory Council meetings; as well as District English Language Advisory Committee (DELAC), Gifted and Talented Education District Advisory Committee (GATE DAC), and Committee Advisory Council for Special Education (CAC).
- c. Providing opportunities to provide meaningful input and feedback on the policy at informal site parent and family meetings.
- d. Engaging in the annual Local Control and Accountability Plan (LCAP) stakeholder consultation process through participation in meetings and/or completing the LCAP survey.

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 USC § 6318[a][2][D][i])
 - a. Ensuring the district's Parent and Family Engagement Policy is provided in English, Spanish, Somali, Tagalog and Vietnamese.
 - b. Reviewing the policy with parents and families at site and district meetings.
 - c. Ensuring that all information provided to families regarding school and parent programs, meetings, and other activities are provided in English and other languages such as Spanish, Somali, Tagalog, Vietnamese and adaptive support as needed.
 - d. Establishing district guidelines for communicating with families to ensure information is provided in a language and format families can understand.
 - e. Conduct learning conversations with parents and families to encourage them to identify barriers, examine possible causes and collaborate to find solutions.

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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 USC § 6318[a][2][D][ii])
 - a. Offering site and district workshops for parents and families to support them with working with their children, including in the areas of literacy, math, and college/career readiness; including HIHS.
 - b. Provide materials and resources to assist families with working with and supporting their children, including websites, parent handbooks, and schools/classroom newsletters.
 - c. Consider the needs of working families when scheduling events and meetings, such as meetings in the morning or evening.
 - d. Provide child care and interpretation at family meetings.
 - e. Offer transportation and/or home visits, if necessary.
 - f. Conduct listening sessions and engage in listening protocol processes to gather diverse perspectives and experiences in order to customize supports to sites.

3. Strategies to support successful school and family interactions. (20 USC § 6318[a][2][D][iii])
 - a. Providing professional learning to teachers, staff, and principals, designed with the assistance of parents and families, on strategies to engage families in meaningful ways and best practices for communicating with families.
 - b. Assisting sites with developing and implementing effective parent and family programs.
 - c. Creating and developing home supports for parents and families to use as teaching resources for early learners (i.e. podcasts, counting ideas, and early literacy supports).
 - d. Offering academic support programs to parents and families, such as Raising a Reader.
 - e. Offering Project Ujima to increase parent engagement by partnering with all families and providing culturally focused learning opportunities to promote positive social behavior and academic achievement for all students

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- f. Incorporating research based protocols to engage families in dialogue promoting student achievement for example volunteering at your school.
4. 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 USC § 6318[a][2][E])
 - a. Curating feedback and input from parents and families on High Impact Home Strategies (HIHS) using surveys.
 - b. Designating Family Engagement Resource Teachers and Community Assistants to provide parents and families with professional learning and capacity building opportunities and collect feedback using meeting notes, records, and or surveys.
 - c. Using Neighborhood Centers and or Cluster meetings as safe gathering spaces for parents, families, and community partners monitoring attendance records.
 - d. Utilizing CAL School Survey (California Healthy Kids Survey) to gather data and review it with parents and families.
 5. 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 USC § 6318[a][2][F])
 - a. Including parents and families in the ongoing review, evaluation, and implementation of the School Plan for Student Achievement at the schools through the School Site Council (SSC), English Learner Advisory Committee (ELAC), and Cluster Meetings.

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)

1. 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])
 - a. Providing information to parents and families on the academic standards, assessments, Title I program requirements, how to assist students at home, and how to work with educator to improve student achievement.
 - b. Capacity building, such as parent trainings on topics such as Social Emotional Learning and Growth Mindset and offering a variety of Parent University classes

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at schools and clusters to help schools increase family involvement, engage parents in their children's education, and to develop partnerships with families to support student achievement.

- c. Offering workshops for parents and families to support them with working with their children, including literacy and mathematics (HIHSs)
2. 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 § 11502[b])
- a. Providing information to parents and families on the academic standards, assessments, Title I program requirements, how to assist students at home, and how to work with educators to improve student achievement through parent workshops, informational meetings, parent-teacher conferences, and newsletters and other communications.
 - (1) Supporting schools with site volunteerism.
 - (2) Providing parents with information and educational resources online or within the community that can assist with academic supports.
 - b. Developing school-parent compacts to address ways in which families can support their child's learning, such as monitoring attendance and homework, volunteering in classrooms, and participating in decisions related to their child's education.
 - c. Sharing the importance of attending parent-teacher conferences, reviewing progress reports, and engaging in ongoing communication with their child's teachers and/or counselors for example accessing Parent Portal.
3. 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])
- a. Offering site and district workshops for parents and families to support them with working with their children, including in the areas of literacy, mathematics, college and career readiness, and technology assistance.
 - b. Provide materials and resources to assist families with working with and supporting their children, including websites, parent handbooks, and schools/classroom newsletters.

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- c. Encouraging families to volunteer and/or visit their children' classrooms and to participate in school, district advisory committees/parent organization meetings, and activities.
- 4. Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])
 - a. Assisting sites with developing and implementing effective parent and family programs.
 - (1) Collaborate with sites to create a welcome environment.
 - (2) Identify best communication method for parents and families.
 - (3) Identify key information parents and families need regarding topics.
 - (4) Clarify specific input or feedback we are soliciting from them.
- 5. Integrate parent involvement programs into the school's master plan for academic accountability. (EC § 11502[e])
 - a. Designating family engagement as one of the district's Local Control and Accountability Plan (LCAP) goals, including associated actions, services, expenditures, and annual measurable outcomes.
 - (1) LCAP Goal 5
 - b. Providing interpretation as needed in order for all families to access the activities and participate fully in the education of their children.
- 6. 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 USC § 6318[a][3][A])
 - a. Reserving 1 percent of the Title I, Part A funds for parent and family engagement activities.
 - b. Designating additional Title I funds to provide district-wide supports to sites with developing and implementing family engagement activities.
- 7. 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 USC § 6318[a][3][B])

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- a. Including parents and families in the ongoing review, evaluation, and implementation of the School Plan for Student Achievement at the schools through the School Site Council.
 - b. Providing meaningful input on the development of the site level Parent and Family Engagement Policy and School Parent Compact.
 - c. Requiring schools to annually review and update the school level Parent and Family Engagement Policy and School Home Compact.
8. Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 USC § 6318[a][3][C])
- a. The LEA will calculate the amount based on the annual Title I award. The reserved amount for each site is calculated based on the percentage of meal eligible students. This amount is reflected in the reported school allocations on the Consolidated Application (ConApp) and is documented in the School Plan for Student Achievement (SPSA) for each Title I school.

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 USC § 6318[a][3][D])

1. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 USC § 6318[a][3][D][i])
 - a. Supporting schools and community partners (including non-profit groups) in trainings school staff regarding parent and family engagement strategies; such as HIHS, academic content and Social Emotional Learning (SEL) as it relates to student academic success.
2. 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])
 - a. Early Educational Podcasts, HIHS, site trainings
3. 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])

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- a. Soliciting and disseminating information on best practices for increasing engagement of all families (Conducting feedback protocols and co-creating actions that may increase multi-tiered levels of parent and family engagement).
4. 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])
5. 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])

Exhibit Version:

SAN DIEGO UNIFIED SCHOOL DISTRICT

San Diego, CA