



Santa Ana Unified School District Title I Local Educational Agency-Level Parent and Family Engagement Policy

1.0 The local governing board shall adopt and implement a policy on parent and family engagement. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][2])

1.1 Santa Ana Unified School District (SAUSD) has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. Through a special committee meeting, the Parent Engagement Policy is reviewed and revised annually and approved by the general DELAC membership. **The LEA (SAUSD) has distributed the policy to parents and family members of children served under Title I, Part A.** The Parent Engagement Policy will be posted on the District website available for public viewing and distributed to the general DELAC membership. At site level parent meetings, a flyer with a link to access policy will be distributed. (20 U.S.C. § 6318[a][2])

To involve parents and family members in the Title I program at SAUSD, the following practices have been established:

a) SAUSD incorporates the parent and family engagement policy into the district's plan. (20 U.S.C. § 6318[a][2])

- i. Invite input on the SAUSD plan from other district committees, like but not limited to DAC/DELAC and school site councils.
- ii. Communicate with parents/guardians/families through web sites, or other methods regarding the SAUSD plan and the opportunity to provide input.

b) SAUSD 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])

- i. Ensure school-level policies on parent and family engagement address the role of school site councils and other parents/guardians/families as appropriate in the development and review of school plans.
- ii. Through district and site level LCAP stakeholder meetings, parents/guardians/families are jointly involved in the review and provide input on the district's plan for improvement.

c) SAUSD 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])

- i. Provide training for the principal or designee of each participating school regarding Title I requirements for parent and family engagement, leadership strategies, and



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communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities.

- ii. Provide ongoing district-level workshops to assist school site staff and families in planning and implementing improvement strategies, and seek input from parents/guardians/families in developing the workshops.
- iii. Provide information to schools about the indicators and assessment tools which will be used to monitor progress and inform parents and families of English Learners about the reclassification process and district criteria.

d) SAUSD 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])

- i. Engage district and school site representatives from other programs to assist in identifying specific population needs (Title I, Part A).
- ii. Schedule joint meetings with representatives from related programs and share data and information across programs.
- iii. Develop a cohesive, coordinated plan focused on student needs and shared goals.

e) SAUSD 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])

- i. Ensure the evaluation includes the identification of barriers to greater participation in parent and family engagement activities, with particular attention to parents/guardians/families who are economically disadvantaged, disabled, limited English proficiency, limited literacy, or are of any racial or ethnic minority background.
- ii. Use the evaluation results to design strategies for more effective family engagement and, if necessary, to recommend changes in the parent family engagement policy.

SAUSD 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])

- i. To the extent possible, provide translation services in schools and at meetings for parents / guardians / family members to participate, when necessary.
- ii. Ensure that information related to school and parent / guardian / family programs, meetings, and other activities is sent to parents / guardians / family members in a



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format and-where feasible-in a language that parents / guardians / family members can understand.

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. § 6318[a][2][D][ii])

- i. Assist parents/guardians/families in understanding such topics as the State's Standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children.
- ii. Provide materials and training to help parents/guardians/families work with their children to improve achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.
- iii. Inform parents/guardians/families of information, resources, and support to students and families. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families.

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

- i. Support teachers, principals, and other staff in how to effectively collaborate and communicate with parents/guardians as equal partners in their child's education.
- ii. Ensure information related to school and parent/guardian/families' programs, meetings, and other activities is sent to parents/guardians/families of participating students in a format and to the extent feasible, in a language parents/guardians can understand.
- iii. Arrange school meetings at a variety of times or when parents/guardians are able to attend such conferences.

f. SAUSD 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[a][2][E])

- i. Assess the district's progress in meeting annual objectives for the parent and family engagement program, notify parents/guardians/families of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians/families upon their request.
- g. SAUSD involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agencies for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])**



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- i. Include information about school activities in district communications to parents/guardians/families.
- ii. To the extent feasible, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians/families with special needs.
- iii. Establish processes to encourage parent/guardian/families input regarding their expectations and concerns for their children.

1.2 SAUSD's 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])**
 - i. Provide materials, resources, and training to help parents / guardians families work with students to improve performance and foster parent / guardian / family liaison.
- 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 § 11502[b])**
 - i. District and site level meetings will be used to inform parents and family members of techniques that will be used to improve their student academic success.
- 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])**
 - i. Through trainings and monthly meetings, site staff will be trained on effective techniques to ensure that parents and families can support their children in classroom learning activities.
- d) **Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])**
 - i. Train teachers, principals, and other staff in how to effectively collaborate and communicate with parents/guardians as equal partners in their child's education.
- e) **Integrate parent involvement programs into the school's master plan for academic accountability. (EC § 11502[e])**



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- i. Through the School Site Council, an assessment of parent needs to improve student academic outcomes takes place annually to determine which parent programs are needed at the school site to support student academic success.

1.3 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])

- i. SAUSD reserves at least one percent of its allocation to carry out parent and family engagement activities.

1.4 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. § 6318[a][3][B])

- i. Through LCAP stakeholder meetings and DAC/DELAC membership meetings, parents are involved and have a voice in the decision-making process about the parental involvement activities.

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])

- i. Funds are distributed based on a formula that identifies high need schools.

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])

- i. Using the SAUSD family and community engagement matrix, support schools and non-profit organizations in the provision of professional development for SAUSD and school staff regarding parent, family and community engagement strategies.

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])

- i. Through the SAUSD family and community engagement practice, create engagement between families, the community and the school that reflects the needs of each community to build capacity and provide resources that support parents, guardians and families with the socio-emotional and academic development of the students according to the SAUSD matrix of families and community engagement.

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])



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- i. Create and disseminate a community calendar with a list of services, resources and learning opportunities focused on the engagement of families and community.
- 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])**
 - i. Through the practice of family and community engagement, collaborate with community organizations and other organizations or employers with a history of success in improving and increasing the engagement of parents and families.
- e) 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])**
 - i. SAUSD continues to increase its practice of engagement with parents and families through continuous reflection and evaluation of the specific needs of each school community.