

Title I LEA-Level Parent and Family Engagement Policy
Poway Unified School District
November 2021

- 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 Poway Unified School District has developed a written Title I parent and family engagement policy with input from parents and family members of participating children. (20 U.S.C. § 6318[a][2])

Annually, input is gathered through parent/guardian surveys, LCAP Community Forums, and reviewed with the District Advisory Committee, District English Learner Advisory Committee, and Title 1 school site councils.

The LEA has distributed the policy to parents and family members of children served under Title I, Part A.

The policy is distributed to families through all-call messages, site newsletters, annual parent notification (with links to the document) and posted on the district's website.

To involve parents and family members in the Title I program Poway Unified School District has established the following practices:

- a) The district shall incorporate the parent and family engagement policy into the district's plan. (20 U.S.C. § 6318[a][2])
- b) PUSD includes a goal (Goal 4) about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions and services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the Learning Continuity and Attendance Plan and the LCAP Federal Addendum.
- c) PUSD 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])
- d) PUSD annually conducts community forums and surveys parents and family members to gather feedback about what is working and areas of improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Stakeholder feedback is also gathered at school meetings, district and school advisory committee meetings. The information gathered is used to revise

the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

- e) PUSD 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 two to three times per year. Site principals collaborate together to plan and coordinate activities and best practices. Activities may include Coffee with the Principal, Innovation and Technology nights, Literacy/Math nights, parent information nights and workshops and family events. Specific Parent engagement and outreach is taking place via Zoom and on campus when possible per CDPH during the COVID-19 Pandemic. With the convenience of Zoom, school sites may coordinate with each other to offer invitations for parents to participate in parent education nights between sites. Such parent education may include a Parent Night focus on PUSD's adaptive learning program iReady and Lexia.

Sites with a large percentage of families who speak Spanish are supported by bilingual Parent Liaisons. PUSD has established an online Parent Academy. Parents and guardians can access the Parent Academy through the PUSD website (<https://www.powayusd.com/en-US/Parents/Parent-Academy>). Parent Academy is a "one-stop shop" where parents can learn about the numerous educational technology tools that teachers are using with students in their classrooms. These resources will make it easier for parents to understand how teachers engage students in meaningful ways in a virtual environment that highlights student collaboration.

Specific activities for each site are described in the school's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement. Site principals monitor the parent and family engagement strategies and activities of each site. PUSD Parent Liaisons also support families with communication between the home and school.

- f) PUSD coordinates and integrates Title I, Part A 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])
Parent and family engagement activities for programs, including some State Preschool, English Learners and Special Education are coordinated with those offered through Title 1, Part A.
- g) PUSD 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, including identifying the following: (20 U.S.C. § 6318[a][2][D])

- i. 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])

PUSD annually gathers input and feedback from stakeholders through the LCAP community forums, LCAP parent surveys, 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 put into place to address the needs of families and ensuring information is provided in a language and format easily understood by families.

- ii. 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])

Workshops are offered, and information is provided to families to support them with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, how to access student information online, and assistance with completing school forms.

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

Annually, each school develops a site parent and family engagement policy and school-parent compact designed to meet the needs of their families. Schools host family information nights, such as Math or Literacy Nights, informal meetings with the principal, and other opportunities for families to engage with the staff. This year PUSD will be providing parent courses for our adaptive learning platform, iReady. Parents/guardians will learn how to navigate the platform as well as look at their students data to see student progress. 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 achieve the state academic standards.

h.) PUSD 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])

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

i.) PUSD 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. § 6318[a][2][F])

Each school designates family members to serve on the District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC). The DAC and DELAC review a variety of data sources and provide input and feedback using this information to develop, revise and review the parent and family engagement policy.

Title I and Non-Title I Schools

1.2 The district policy on parent and family engagement for all schools (including Title I and non-Title I) in the district 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 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. All parents/guardians access the Parent Academy via the PUSD website. Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the website, social media, and materials sent home.

- 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])

Information and resources are provided to parents on strategies to assist their children’s learning at home through parent meetings and family nights. Parent and family education are communicated through social media as well as posted on our district 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])

Each school communicates to families on a regular basis to share information and resources on ways to support their students’ education. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually.

- d) Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])

District leadership provides resources and information to teachers and administrators for effectively communicating with families.

- e) 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 parent engagement activities as well as goals, actions, strategies and expenditures in goal areas to improve academic achievement and the learning environment. In addition, our Title 1 schools and some other schools include actions, strategies and expenditure for family engagement.

Allocation of Title I, Part A Funds

- 1.3 Districts receiving more than \$500,000 in Title I, Part A funds reserve 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.

- 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])

Each school has a School Site Council and also designates a parent to serve on the District Advisory Committee (DAC) and all sites also select a District English Language Advisory Committee (DELAC) representative from the site English Learner Advisory Committee (ELAC). The committees review input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP, including 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 95 percent of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on poverty level percentage.

- 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. This includes supporting our Youth in Transition program which services our families experiencing homelessness. (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. § 6318[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])
- 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])

We are addressing 1.6 (e) by using funds reserved by the district for family engagement activities that 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 Spanish.