



Title I, Part A Local Education Agency (LEA)/District-Level Parent and Family Engagement Policy

La Mesa-Spring Valley School District, with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written Local Educational Agency (LEA) parent and family engagement policy.

Describe how parents and family members are involved in the development of the Title I, Part A parent and family engagement policy (ESSA Section 1116[a][2]):

The purpose of this policy is to outline how parents and the district, along with school staff, will share the responsibility for improved student academic achievement and the means by which the district, schools, and parents will build and develop a partnership that will help children achieve the State's high standards.

Describe how parents and family members will be involved in the development of the LEA Plan and support and improvement plans under ESSA Section 1111(d)(1-2) (ESSA Section 1116[a][2][A]):

Our district has developed this written Title I Parent and Family Engagement Policy with input from Title I parents during School Site Council (SSC) meetings and the annual Title I Parent Meeting. All school sites actively recruit parents/family members to participate in a parent advisory capacity and in the needs assessment process.

Describe how the LEA provides the 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, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

To assist and build the capacity of all Title I participating schools, the district employs support staff who collaborate with school staff and parents to develop goals, programs, and classes to support parents. These staff members serve as liaisons between parents, schools, and outside community agencies to support efforts to improve student academic performance and parent involvement. In addition, the district is actively involved in:

- Conducting ongoing site visits to observe and support parent and family engagement practices
- Enhancing the awareness and skills of teachers, pupil service personnel, principals, and staff in reaching out to, communicating with, and working with parents as equal partners
- Ensuring that information is sent home in a language and form that parents can easily understand, as required
- Providing copies of the LEA policies related to parent involvement to each parent
- Assisting sites with resources to build parent capacity

- Conducting parent education workshops

The district monitors each Title I school to ensure that each school performs the following tasks:

- Develops a site Parent and Family Engagement Policy and School-Parent Compact, offers flexible meeting times, and provides information to parents about the school's program
- Provides training for parents to work with their child to improve academic achievement and includes training on school communication systems in order to have real-time access to their child's attendance and achievement
- Reinforces parenting skills to support the acquisition of academic skills and their application in real-life situations
- Encourages parents to visit/volunteer at school by assisting staff in developing volunteer opportunities as well as training staff to encourage and build volunteer efforts
- Convenes annual school meetings to inform parents of their school's participation in the development of the Parent/Family Engagement Policy and each parent's right to be involved

Describe how the LEA coordinates or integrates parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA Section 1116[a][2][C]):

Parent and family engagement activities for programs, including some State Preschool, English Learners, after school programs (ASES) and Special Education are coordinated with those offered through Title 1, Part A.

Describe how the LEA will conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

An annual evaluation of the content and effectiveness of this parental involvement policy will be conducted through School Site Council meetings with the involvement of parents. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities. Particular attention will be given to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background. The district will use the findings of the evaluation to design strategies for more effective parental involvement. The policy will be reviewed and revised, if necessary.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify 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); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

While numerous barriers to parent participation exist for both schools and families, some barriers are created by limited resources, while others originate from the beliefs, perceptions, and attitudes of families and school staff.

La Mesa-Spring Valley Schools will work to decrease the following common barriers to parent communication:

- Language
- Lack of understanding of parents' communication styles
- Teachers' assumptions about parents' willingness or lack of willingness to participate
- Limited family resources (transportation, childcare)
- Parents' lack of comfort and familiarity with the education system and how their child's school functions
- Tension in relationships between parents and teachers due to parents' own negative experiences in school
- Transiency of families making it harder to build relationships between families and school staff

- Parents believing that their voices don't make a difference

Describe how the LEA will use the findings of such evaluation ESSA Section 1116(a)(2)(D)(i-iii) to designed evidence based strategies for more effective parental involvement and to revise, if necessary, the parent and family engagement policy (ESSA Section 1116[a][2][E]):

In order to assist with the learning of their children, parents and family members need to know how to:

- Support their child's learning through strategies that are aligned with what teachers are using in the classroom
- Reinforce good study habits in the home by designating study spaces and solidifying reading and other after school routines

Parents also need to know:

- What and how their children are learning in the classroom on a consistent basis
- How to establish a partnership with a regular two-way communication between home and school

To support successful school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and local community agencies
- The use of multiple methods of communication (flyers, phone calls, district/school websites) to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee and the District English Learner Advisory Committee
- The distribution of a district-wide parent survey with disaggregated results for each site that can lead to improved results
- The maintenance of a district website with current resources available to parents to support them in working with their children's academic, social, and emotional needs
- Enhancing the awareness and skills of teachers, principals, and staff in reaching out to, communicating with, and working with parents as equal partners

Describe how the LEA involves parents in the activities of the schools served under Title I, Part A, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the LEA to adequately represent the needs of the population served by the LEA for the purposes of developing, revising, and reviewing the parent and family engagement policy (ESSA Section 1116[a][2][F]):

La Mesa-Spring Valley Schools has 13 sites that receive Title I, Part A funding. Each site abides by the guidelines under ESSA. Each school has a School Site Council which provides input into the use of federal funds on evidence-based strategies to increase student achievement. Each school designates family members to serve on the District (Parent) Advisory Committee (DAC). The DAC reviews a variety of data sources and, when necessary, provides input and feedback using this information to develop, revise, and review the parent and family engagement policy.

La Mesa-Spring Valley School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs May-June 2021. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before September 30, 2021.

Margaret Jacobsen - Executive Director, Educational Services

Name and Title of Authorized Official

Signature of Authorized Official

June 15, 2021

Governing Board Approval Date

California Department of Education
April 2020