



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

2023-2024

- 1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])
- 1.1 La Mesa-Spring Valley School District has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2].)

The LEA-level parent and family engagement policy is jointly developed with our District Parent Advisory Council (DPAC) and reviewed and revised annually as needed. The DPAC is composed of School Site Council Members and ELAC members from each school in the district. All members have the opportunity to work with district staff members and provide input to guide the development of LMSVSD Parent and Family Engagement Policy. The work of the committee is then shared with the School Board for approval. Each year, the district distributes a copy of the LEA parent and family engagement policy to parents and family members of our district students with the annual notifications. A copy of this policy is also posted on the district website.

The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])

Parent and Family engagement is tied to our Local Control and Accountability (LCAP) goal 2 of engagement, including associated actions, services, expenditures, and annual measurable outcomes.

To involve parents and family members in the Title I program at [LEA Name], the following practices have been established:

- a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])

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 ensure the success of all our students.

- b) 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 implementing effective parent and family involvement activities to improve student academic achievement and school performance. (20 U.S.C. § 6318[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

- c) To the extent feasible and appropriate, the LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

We integrate our parent and family engagement activities and strategies throughout all of our district services and programs. Programs included in this coordination are our State Preschools, after school programs (ASES), and programs for our English learners and students with unique needs.

- d) 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])

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.

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 U.S.C. § 6318[a][2][D][i])

While numerous barriers to parent participation exist for our families, we are committed to breaking down these barriers to provide opportunities for all our parents to access and engage in school functions.

La Mesa-Spring Valley Schools will work to eliminate the following common barriers to parent participation:

- Language
- Lack of understanding of parents' communication preferences
- 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

In order to assist with the student success, 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 (SSCs) and English Learner Advisory Committees (ELACs) at each site who send a representative from each site to the district-level parent advisory committees, known as the District Advisory Committee (DAC) and the District English Learner Advisory Committee (DELAC)
- 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

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 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 social emotional well-being.

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, evenings, or via zoom.

d) Consider the needs of multi-lingual families by providing interpretation and translation services as needed.

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

- a) Assisting sites with developing and implementing effective parent and family programs.
- b) Provide a social worker at each site to support both children and families and connect them to resources when needed.
- c) Provide additional support to newcomer families as they transition to La Mesa-Spring Valley School District.
- d) Hire parent liaisons to work closely with families, including both Spanish speaking and Pashto speaking liaisons.

e) The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument 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 district will continuously research best practices and evidenced-based strategies to engage parents and families. In addition, our annual parent survey results will be used to design and/or revise more effective parent and family engagement strategies and activities.

f) 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 U.S.C. § 6318[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.

1.2 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 following goals and purposes: (EC §§ 11502, 11504, 11506)

a) Engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to 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) Offering workshops for parents and families to support them with working with their children, including literacy, mathematics, and social-emotional needs.

b) Inform parents 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.

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) Build consistent and effective two-way communication between family members and the school so that parents and family members 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, and social-emotional needs.

b) Provide materials and resources to assist families with working with and supporting their children, including websites, parent handbooks, and schools/classroom newsletters.

- d) Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])

(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.

- e) Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])

LCAP Goal 2 - Engage

We will engage our students and the learning community in order to ensure the skills and support necessary for social, emotional, and physical well-being.

- 1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])

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.

- 1.4 Funds reserved by an LEA shall be 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. (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 such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

Through the hiring of parent liaisons who work alongside our district social workers to support families by connecting them with necessary outside resources as well as help them navigate the school system we hope to reach parents and family members at home, in the community, and at school.

We utilize the data from our annual parent surveys to ensure that we are engaging in activities and strategies that the LEA and the parents/families of LMSVSD feel are appropriate and consistent with the goals of the parent and family engagement policy.

*It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.

**The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.

Deann Ragsdale

Name and Title of Authorized Official

Signature of Authorized Official

07/14/23

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Governing Board Approval Date

California Department of Education
April 2020