

SCHOOL SITE COUNCIL MEETING -

AGENDA – NOVEMBER 2024

DATE: 11/21

TIME: 3:45PM

LOCATION: LIBRARY

ATTENDEES

Role	Member Name		Role	Member Name		Role	Member Name	
Principal	Phuc Pham-Goulart	X	Teacher	Traci Mulder	X	Other	Nicole Jensen	X
Teacher	Scott Mitchell		Parent	Gabriela Rodriguez Lopez	☐	Student	Desiree Diaz	X
Teacher	Bryce Davies	X	Parent	Liliana Ortega	X	Student	Valentina Zeff	X
Teacher	Kyle Ramos	X	Parent	Dimple Kundiyana	X	Student	Eliana Gloria	X

MEETING CALLED TO ORDER AT 3:45 PM

ITEM	PERSON RESPONSIBLE	PURPOSE	MINUTES	ACTION
Approval of Minutes	Chairperson		SSC October 2024-2025 ENGLISH Minutes SSC October 2024-2025 SPANISH Minutes	Motion: Desiree Diaz Seconded: Mr. Ramos Action: All agree
School Plan for Student Achievement (SPSA)	Principal	Review	Reviewed the strategies/actions in the SPSA as part of the progress monitoring of the plan. (Attached Monitoring Sheet) SSC November 2024-2025 SPSA Monitoring and Evaluation SPSA Goal #1: ELA Goal #2: Math Goal #3: Attendance Goal #4: PBIS Goal #5: Academic Equity Goal #6: Graduation Goal #7: Parent Participation Principal provided hardcopies of the site's SPSA Monitoring and Evaluation. She reviewed and explained each column and time was provided for the committee to review. Principal asks if there are any questions about the SPSA packet. Desiree asks if there are Saturday Schools. Principal responds yes we do. This is to make up for absences. Ms. Jensen says we offered enrichment for good attendance as well. No other questions or concerns were asked.	

DELAC Report from October 2024	Principal	Information	The District English Language Advisory Committee report was shared. October DELAC (10-17-24): DELAC #2 Slide Deck • Review Bylaws • Input on Criteria for Sunsetting COVID funds Part II • Update on TK EL Status November DELAC (11-14-24): DELAC #3 Slide Deck • Written Notification Information & Program Goals and Services • RFEP Criteria Valentina asked about COVID Sunsetting funds. Principal explained that District got input from various groups for suggestions. COVID Sunsetting started last year, this year and next year.	
School Compact	Chairperson	Approval	Annual review and approval of the School Compact. The Compact has been updated to reflect the Every Student Succeeds Act (ESSA). • Time was allotted for the SSC committee to review the site's School/Parent Compact. Mr. Kundiya suggested we revise the last sentence of the introduction paragraph to the School/Parent Compact. Committee reviewed and agreed to add "and become productive contributing members of society". All members approved and agreed to the addition to the School Compact. • The revised sentence will now state: "It describes the ways the school and families will collaborate to help children achieve the State's high academic standards and become productive contributing members of society". • As the chairperson, Ms. Mulder signed the English and Spanish copy of the School/Parent Compact. The Principal explains what a school compact is. This is the responsibilities of staff, parents, and students. Ms. Mulder says that this compact is sent home in the summer ROAR packet. Mr. Kundiya asks how are we measuring this? Principal responds that we don't keep track of data. It's a pledge/agreement with staff, students and family/parents will share in the responsibilities for improved student academic achievement. Mr. Kundiya asks is there a rate of capture? Does this show in something? Principle responds that these are measured through SPSA. Also discussed in SSC Meetings. Ms. Mulder says we all have a responsibility and all have to do our part. Mrs. Ortega says it's a commitment to yourself.	Motion: Valentina Zeff Seconded: Mr. Davies Action: All agree

			Mr. Davies likes that it's a pledge/compact.	
Parent Involvement Board Policy 6020	Principal	Annual Review	The SSC reviewed the attached Board Policy 6020. Feedback from members: Time was allotted for the SSC committee to review the Board Policy 6020. When asked, the committee had no questions or feedback. All agreed and approved.	
Title I, Part A School-Level Parent and Family Engagement Policy	Chairperson	Annual Review	Members reviewed any feedback provided by parents regarding the site's Parent and Family Engagement Policy. The Site Policy must be approved every year. The Title I, Part A School-Level Parent and Family Engagement Policy has been updated to reflect the Every Student Succeeds Act (ESSA). Time was allotted for the SSC committee to review the Title I School-Level Parent and Family Engagement Policy. All agreed and approved. Principal explained what the Title I School-Level Parent and Family Engagement Policy is. Ms. Mulder asked if this is not a new form. Principal responded it is different, it has a new format but still the same content. She shared that it was updated last year. Ms. Mulder asked if there are any questions regarding the updated form. No questions.	Motion: Valentina Zeff Seconded: Ms. Jenson Action: All agree
Parent Input			The Principal asks if there is any input. Mr. Kundiyan asks that SPSA is simply for information purposes. Was this approved by someone else? Principal responds that her and the administration team wrote the SPSA last year to now address goals for this year. They look at data, actions, activities, and strategies and review each goal to verify what is working and not working along with the Title I Budget. Throughout the process, SPSA was taken to ELAC and SSC for input and suggestions before it was submitted to District for approval. Mr. Kundiyan asks if the SPSA is specific to Modesto High School and the principal states that it is. Valentina asks about COVID sunseting and what it does for the schools. Principal reviewed that input was gathered by several different committees and stakeholders for suggestion, recommendations, and input. At November 12th school board, District shared recommended cuts and board met on Monday, November 18th to voted. Mr. Kundiyan asks what MTSS coach position is. Principal explains MTSS coach at MHS supports both new teachers and seasoned teachers with lesson planning, professional development, trainings, and many other	

			important classroom supports. The MTSS coach collaborates with the administration team as well. Mr. Davies explains he likes the MTSS allows us (teachers & administrators) to be better. She organizes and facilitates instructional walks. Mrs. Ortega asks if they are eliminated as in fired? Principal explains that the position is eliminated, but may hold other positions. That is something the District and HR will determine. Our site's MTSS coach was an English teacher before becoming an MTSS coach. Year number three of cuts will be 2025-2026. Desiree asks if we lost any campus supervisors? The Principal says they did not disclose that. Mr. Davies says that Campus Supervisor cuts won't affect us. Mr. Kundiya asks if we can change verbiage for students on School/Parent Compact, that students should create productive, contributing members of society. Change to "and become productive contributing members of society". Principal asks for input and the team agrees to the update (see notes above). Desiree asks can we advertise Saturday School? The Principal says yes we do. Ms. Mulder mentioned winter intersession offered for students to improve grades. Mrs. Ortega says that she got messages on Saturday School. Valentina wants to address closing the main hall and north campus during lunch. Principal says that this decision was to stop students from leaving campus, we are a closed campus. Completely locking every gate for student and campus safety. Principal explained the reasoning. If students have club meetings during lunch and or need to see their teachers during lunch, we will allow students to do so. Mr. Davies says that since getting club passes, meetings can commence per usual. Have gotten student complaints, but that's just how it should be to protect students. Principal asks has it improved for Mr. Ramos since his class is located on the north campus. He responds that students will just leave. One student came up to a campo and said they needed to talk to the teacher and he allowed them to. Mr. Ramos has seen a big improvement with students leaving campus.	
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			Ms. Jensen reviews the number of tardies on Tuesday, Wednesday and today. Number of tardies have decreased each day. Mr. Kundiya asks if this is reflected on the attendance sheet. Principal explains that it reflects that period. Mrs. Mulder asks for data for attendance. Principal shows data. This is what prompted her to implement. Mr. Kundiya asks if this is okay with students? Ms. Mulder explains that students have siblings to take care of or that parents may work. Mr. Davies says instead of responsibility or obligation, it's an opportunity to better oneself. Mrs. Ortega explains that on PowerSchool she gets notifications of child's attendance.	
Future Agenda Item				

MEETING ADJOURNED AT 4:44 PM

MODESTO CITY SCHOOLS BOARD POLICY 6020 - PARENT INVOLVEMENT

Instruction - Parent Involvement

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent/guardian involvement in the education of their children contributes greatly to student achievement and a positive school environment. The Superintendent or designee shall work with parents/guardians and family members to jointly develop and agree upon policy and strategies to meaningfully involve parents/guardians and family members in District and school activities at all grade levels; advisory, decision-making, and advocacy roles; and activities to support learning at home.

Parents/guardians shall be notified of their rights to be informed about and to participate in their children's education and of the opportunities available to them to do so.

The District's local control and accountability plan (LCAP) shall include goals and strategies for parent/guardian involvement and family engagement, including District efforts to seek parent/guardian input in District and school site decision making and to promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities. (Education Code 42238.02, 52060)

The Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the District's parent/guardian and family engagement efforts, including, but not limited to, input from parents/guardians, family members, and school staff on the adequacy of involvement opportunities and on barriers that may inhibit participation.

Title I Schools

The Superintendent or designee shall involve parents/guardians and family members in establishing District expectations and objectives for meaningful parent/guardian and family engagement in schools supported by Title I funding, developing strategies that describe how the District will carry out each activity listed in 20 USC 6318, as contained in the accompanying administrative regulation, and implementing and evaluating such programs, activities, and procedures. As appropriate, the Superintendent or designee shall conduct outreach to all parents/guardians and family members. (Education Code 11503; 20 USC 6318)

When the District's Title I, Part A allocation exceeds the amount specified in 20 USC 6318, the Board shall reserve at least one percent of the funding to implement parent/guardian and family engagement activities and shall distribute at least 90 percent of those reserved funds to eligible schools, with priority given to high-need schools as defined in 20 USC 6631. The Superintendent or designee shall involve parents/guardians and family members of participating students in decisions regarding how the District's Title I funds will be allotted for parent/guardian and family engagement activities. (20 USC 6318, 6631) Expenditures of such funds shall be consistent with the activities specified in this policy and shall include at least one of the following: (20 USC 6318)

1. Support for schools and nonprofit organizations in providing professional development for District and school staff regarding parent/guardian and family engagement strategies, which may be provided jointly to teachers, principals, other school leaders, specialized instructional support personnel, paraprofessionals, early childhood educators, and parents/guardians and family members
2. Support for programs that reach parents/guardians and family members at home, in the community, and at school
3. Dissemination of information on best practices focused on parent/guardian and family engagement, especially best practices for increasing the engagement of economically-disadvantaged parents/guardians and family members
4. Collaboration, or the provision of subgrants to schools to enable collaboration, with community-based or other organizations or employers with a record of success in improving and increasing parent/guardian and family engagement
5. Any other activities and strategies that the District determines are appropriate and consistent with this policy

If the District also receives funds under federal Title IV, Part E, to coordinate and enhance family engagement programs, the Superintendent or designee shall inform parents/guardians and organizations of the existence of Title IV. (20 USC 6318) The District's Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the District's LCAP in accordance with 20 USC 6312. (20 USC 6318) The Superintendent or designee shall ensure that each school receiving Title I funds develops a school-level parent/guardian and family engagement policy in accordance with 20 USC 6318. District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Non-Title I Schools

The Superintendent or designee shall develop and implement strategies applicable to each school that does not receive federal Title I funds to encourage the involvement and support of parents/guardians in the education of their children, including, but not limited to, strategies describing how the District and schools will address the purposes and goals described in Education Code 11502. (Education Code 11504)

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parent involvement
 48985 Notices in languages other than English
 51101 Parent rights and responsibilities
 52060-52077 Local control and accountability plan
 54444.1-54444.2 Parent advisory councils, services to migrant children
 56190-56194 Community advisory committee, special education
 64001 School plan for student achievement, consolidated application programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan
 6312 Local educational agency plan
 6314 Schoolwide programs
 6318 Parent and family engagement
 6631 Teacher and school leader incentive program, purposes and definitions
CODE OF FEDERAL REGULATIONS, TITLE 28
 35.104 Definitions, auxiliary aids and services
 35.160 Communications

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://parent.sdsu.edu>

California State PTA: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

Cross References (cf.):

0000 – Vision (N/A)

0100 – Philosophy of Education

0400 – Comprehensive Plans

0410 – Nondiscrimination in District Programs and Activities

0420 – District Master Plan for School Improvement

0430 – Comprehensive Local Plan for Special Education

0450 – Comprehensive Safety Plan

0460 – Local Control and Accountability Plan (N/A)

0470 – COVID-19 Mitigation Plan

0500 – Accountability

1000 – Concept and Roles (N/A)

1100 – Communication with the Public (N/A)

1113 – District School Staff and Student Websites

1114 – Social Media

1220 – Citizen Advisory Committees

1230 – Other School-Connected Organizations

1240 – Volunteer Assistance (N/A)

1250 – Visitors/Outsiders

1260 – Educational Foundation (N/A)

1400 – Relations Between Other Governmental Agencies and the Schools (N/A)

1700 – Relations Between Private Industry and the Schools (N/A)

2230 – Representative and Deliberative Groups (N/A)

3100 – Budget (N/A)

3231 – Impact Aid (N/A)

3280 – Lease or Rental of District-Owned Real Property

4115/4215/4315 – Evaluation/Supervision

4131/4231/4331 – Staff Development

5020 – Parent Rights and Responsibilities

5030 – Student Wellness

5113 – Absences and Excuses (N/A)

5113.1 – Truancy

5121 – Grades/Evaluation of Student Achievement (N/A)

5123 – Promotion/Acceleration/Retention

5141.22 – Infectious Diseases

5142.2 – Safe Routes to School Program (N/A)

5145.6 – Parental Notifications

5148 – Child Care and Development (N/A)

5148.2 – Before/After School Programs
5148.3 – Preschool/Early Childhood Education
6000 – Concepts and Roles
6011 – Academic Standards
6120 – Response to Instruction and Intervention (N/A)
6142.6 – Visual and Performing Arts Education
6142.8 – Comprehensive Health Education (N/A)
6145 – Extracurricular and Cocurricular Activities
6146.11 – Alternative Credits Toward Graduation (N/A)
6154 – Homework K-6
6161.1 – Selection and Evaluation of Instructional Materials
6162.5 – Student Assessment 6162.51 – State Academic Achievement Tests
6164.5 – Student Success Teams
6170.1 – Transitional Kindergarten
6171 –1 Title I Programs
6172 – Gifted and Talented Student Program (N/A)
6173.1 – Education for Foster Youth
6173.2 – Education of Children of Military Families (N/A)
6173.4 – Title VI Indian Education Programs (N/A)
6174 – Education for English Learners
6175 – Migrant Education Program
6177 – Summer Learning Programs (N/A)
6178 – Career Technical Education
6178.1 – Work-Based Learning
6184 – Continuation Education
9200 – Limits of Board Member Authority
9310 – Board Policies

ADOPTED: February 18, 1992

REVISED: July 19, 2004

September 30, 2019

October 23, 2023



MODESTO CITY SCHOOLS ADMINISTRATIVE REGULATION 6020 - PARENT INVOLVEMENT

Instruction - Parent Involvement

District Strategies for Title I Schools

To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:

1. Involve parents/guardians and family members in the joint development of a District plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311 (20 USC 6318)

The Superintendent or designee may:

- a. In accordance with Education Code 52063, establish a District-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the District's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board
 - b. Invite input on the plan from other District committees and school site councils
 - c. Communicate with parents/guardians through the District newsletter, web site, or other methods regarding the plan and the opportunity to provide input
 - d. Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand
 - e. Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan
 - f. Ensure that school-level policies on parent/guardian and family engagement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans
2. Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education (20 USC 6318)

The Superintendent/designee shall: (20 USC 6318)

- a. Assist parents/guardians in understanding such topics as the challenging state academic content standards and academic achievement 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
- b. Provide parents/guardians with materials and training, such as literacy training and using technology including education about the harms of copyright piracy, as appropriate, to help them work with their children to improve the children's achievement
- c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools
- d. Ensure that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand
- e. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request

In addition, the Superintendent or designee will:

- a. Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training
- b. Provide necessary literacy training, using Title I funds if the District has exhausted all other reasonably available sources of funding for such training
- c. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions
- d. Train parents/guardians to enhance the involvement of other parents/guardians
- e. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation
- f. Adopt and implement model approaches to improving parent/guardian involvement
- g. Establish a Districtwide parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs
- h. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities
- i. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families

- j. Provide a master calendar of District/school activities and District meetings
 - k. Provide information about opportunities for parent/guardian and family engagement through the District newsletter, web site, or other written or electronic means
 - l. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - m. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed
 - n. Provide training and information to members of District and school site councils and advisory committees to help them fulfill their functions
 - o. Identify funding and other resources, including community resources and services, that may be used to strengthen District and school parent/guardian and family engagement programs
 - p. Provide ongoing District-level workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops
 - q. Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities
 - r. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements
 - s. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement
 - t. Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations
 - u. Assign District personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues
 - v. Provide information to schools about the indicators and assessment tools that will be used to monitor progress
3. To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)

The Superintendent or designee will:

- a. Identify overlapping or similar program requirements
 - b. Involve District and school site representatives from other programs to assist in identifying specific population needs
 - c. Schedule joint meetings with representatives from related programs and share data and information across programs
 - d. Develop a cohesive, coordinated plan focused on student needs and shared goals
4. Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of: (20 USC 6318)
- a. Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - b. The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers
 - c. Strategies to support successful school and family interactions

The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request. (Education Code 11503)

The Superintendent or designee will:

- a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communications .
 - b. Gather and monitor data regarding the number of parents/guardians and family members participating in District activities and the types of activities in which they are engaged
 - c. Recommend to the Board measures to evaluate the impact of the District's parent/guardian and family engagement efforts on student achievement
5. Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee will:

- a. Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
 - b. Analyze parent/guardian and family participation to determine the level of participation by traditionally underrepresented groups
 - c. With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration
6. Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy (20 USC 6318)

The Superintendent or designee will:

- a. Include information about school activities in District communications to parents/guardians and family members
- b. To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children
- d.

School-Level Policies for Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and helping them develop skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504)

The Superintendent or designee will:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
 - b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
 - c. Provide parents/guardians with information about students' class assignments and homework assignments
 - d. Develop mechanisms to encourage parent/guardian input on District and school issues
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home

The Superintendent or designee will:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
 - b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
 - c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504)

The Superintendent or designee will:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
- b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
- c. Provide information about parent/guardian and family engagement opportunities through District, school, and/or class newsletters, the District's web site, and other written or electronic communications
- d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
- e. Develop mechanisms to encourage parent/guardian input on District and school issues
- f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
- g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care

4. Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners (Education Code 11502, 11504)

The Superintendent or designee will

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
- b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications

5. Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities

The Superintendent or designee will:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

- c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

- 1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.
- 2) Frequent reports to parents/guardians on their children's progress.
- 3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.
- 4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand

7. Build the capacity of the school and parents/guardians for strong parent involvement by implementing the required activities described in item #2 in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC 6318)

Each school's parent/guardian and family engagement policy shall be made available to the local community. Parents/guardians shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC 6318)

Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.

The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school. (20 USC 6318)

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their children's education
- b. Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter
- c. Provide parents/guardians with information about students' class assignments and homework assignment
2. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees
3. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students
 - b. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom
 - c. Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's website, and other written or electronic communications
 - d. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand
 - e. Develop mechanisms to encourage parent/guardian input on district and school issues
 - f. Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background
 - g. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care
4. Train teachers and administrators to communicate effectively with parents/guardians (Education Code 11502, 11504).

The Superintendent or designee may:

- a. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy
 - b. Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications
5. Integrate parent/guardian and family engagement programs into school plans for academic accountability.

The Superintendent or designee may:

- a. Include parent/guardian and family engagement strategies in school reform or school improvement initiatives
- b. Involve parents/guardians and family members in school planning processes

Legal References:

EDUCATION CODE

11500-11505 Programs to encourage parent involvement
48985 Notices to parents in languages other than English
51101 Parents Rights Act of 2002
52060-52077 Local control and accountability plan
54444.1-54444.2 Parent advisory councils, services to migrant children
56190-56194 Community advisory committee, special education
64001 School plan for student achievement, consolidated application programs

LABOR CODE

230.8 Time off to visit child's school

CODE OF REGULATIONS, TITLE 5

18275 Child care and development programs, parent involvement and education

UNITED STATES CODE, TITLE 20

6311 State plan 6312 Local educational agency plan

6314 Schoolwide programs

6318 Parent and family engagement

6631 Teacher and school leader incentive program; purposes and definitions

CODE OF FEDERAL REGULATIONS, TITLE 28

35.104 Definitions, auxiliary aids and services

35.160 Effective communications for individuals with disabilities

Management Resources:

CALIFORNIA DEPARTMENT OF EDUCATION PUBLICATIONS

Title I School-Level Parental Involvement Policy

Family Engagement Framework: A Tool for California School Districts, 2014

U.S. DEPARTMENT OF EDUCATION PUBLICATIONS

Parental Involvement: Title I, Part A, Non-Regulatory Guidance, April 23, 2004

WEB SITES

CSBA: <http://www.csba.org>

CSBA District and County Office of Education Legal Services: <https://legalservices.csba.org/>

California Department of Education, Family, School, Community Partnerships: <http://www.cde.ca.gov/ls/pf>

California Parent Center: <http://www.capta.org>

California State Parent Teacher Association: <http://www.capta.org>

National Coalition for Parent Involvement in Education: <http://www.ncpie.org>

National PTA: <http://www.pta.org>

Parent Information and Resource Centers: <http://www.pirc-info.net>

Parents as Teachers National Center: <http://www.parentsasteachers.org>

U.S. Department of Education: <http://www.ed.gov>

Cross References (cf.):

0000 – Vision (N/A)

0100 – Philosophy of Education

0400 – Comprehensive Plans

0410 – Nondiscrimination in District Programs and Activities

0420 – District Master Plan for School Improvement

0430 – Comprehensive Local Plan for Special Education

0450 – Comprehensive Safety Plan

0460 – Local Control and Accountability Plan (N/A)

0470 – COVID-19 Mitigation Plan

0500 – Accountability

1000 – Concept and Roles (N/A)

1100 – Communication with the Public (N/A)

1113 – District School Staff and Student Websites

1114 – Social Media

1220 – Citizen Advisory Committees

1230 – Other School-Connected Organizations

1240 – Volunteer Assistance (N/A)

1250 – Visitors/Outsiders

1260 – Educational Foundation (N/A)

1400 – Relations Between Other Governmental Agencies and the Schools (N/A)
1700 – Relations Between Private Industry and the Schools (N/A)
2230 – Representative and Deliberative Groups (N/A)
3100 – Budget (N/A)
3231 – Impact Aid (N/A)
3280 – Lease or Rental of District-Owned Real Property
4115/4215/4315 – Evaluation/Supervision
4131/4231/4331 – Staff Development
5020 – Parent Rights and Responsibilities
5030 – Student Wellness
5113 – Absences and Excuses (N/A)
5113.1 – Truancy
5121 – Grades/Evaluation of Student Achievement (N/A)
5123 – Promotion/Acceleration/Retention
5141.22 – Infectious Diseases
5142.2 – Safe Routes to School Program (N/A)
5145.6 – Parental Notifications
5148 – Child Care and Development (N/A)
5148.2 – Before/After School Programs
5148.3 – Preschool/Early Childhood Education
6000 – Concepts and Roles
6011 – Academic Standards
6120 – Response to Instruction and Intervention (N/A)
6142.6 – Visual and Performing Arts Education
6142.8 – Comprehensive Health Education (N/A)
6145 – Extracurricular and Cocurricular Activities
6146.11 – Alternative Credits Toward Graduation (N/A)

Cross References (cf.) (cont.):

6154 – Homework K-6
6161.1 – Selection and Evaluation of Instructional Materials
6162.5 – Student Assessment
6162.51 – State Academic Achievement Tests
6164.5 – Student Success Teams
6170.1 – Transitional Kindergarten
6171 –1 Title I Programs
6172 – Gifted and Talented Student Program (N/A)
6173.1 – Education for Foster Youth
6173.2 – Education of Children of Military Families (N/A)
6173.4 – Title VI Indian Education Programs (N/A)
6174 – Education for English Learners
6175 – Migrant Education Program
6177 – Summer Learning Programs (N/A)
6178 – Career Technical Education
6178.1 – Work-Based Learning
6184 – Continuation Education
9200 – Limits of Board Member Authority
9310 – Board Policies

REVIEWED: March 5, 2007
REVISED: September 30, 2019
August 26, 2023
November 6, 2023



Title I School-Level Parent and Family Engagement Policy

[School Name]

[Date, 2023-24]

2.0 With approval from the local governing board, [School Name] has jointly developed with, and distributed to, parents and family members of participating children a written parent and family engagement policy, agreed upon by such parents, and updated periodically to meet the changing needs of parents and the school. (EC Section 11503; 20 United States Code [U.S.C.] Section [§] 6318[b][1-4]) [Describe how the school jointly develops with, and distributes to, parents and family members of Title I students a written parent and family engagement policy.]

2.1 Involvement of Parents in the Title I Program

The school-level parent and family engagement policy shall describe the means for how [School Name] school shall carry out the following requirements: (20 U.S.C. § 6318[b][1])

- a) The school convenes an annual meeting, at a convenient time, to which all parents of participating children shall be invited to attend and encouraged to attend, to inform parents and family members of their school's participation in the Title I program and to explain the requirements, and the right of the parents to be involved. (20 U.S.C. § 6318[c][1])
[Briefly describe or list the activities the school will implement to address this requirement.]
- b) The school offers a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement. (20 U.S.C. § 6318[c][2])
[Briefly describe or list the activities the school will implement to address this requirement.]
- c) The school involves parents in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I program, including the planning, review, and improvement of the school parent and family engagement policy and the joint development of the schoolwide program plan. (20 U.S.C. § 6318[c][3])
[Briefly describe or list the activities the school will implement to address this requirement.]
- d) The school provides parents of participating children with the following:
 - i. Timely information about the Title I program. (20 U.S.C. § 6318[c][4][A])
[Briefly describe or list the activities the school will implement to address this requirement.]
 - ii. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards. (20 U.S.C. § 6318[c][4][B])
[Briefly describe or list the activities the school will implement to address this requirement.]
 - iii. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318[c][4][C])
[Briefly describe or list the activities the school will implement to address this requirement.]

2.2 Building Capacity for Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, each school and local educational agency assisted under Title I, Part A shall carry out the following requirements: (20 U.S.C. § 6318[e])

- a) The school provides assistance to parents of children served by the school or LEA, as appropriate, in understanding such topics as the challenging state academic standards, state and local academic assessments, the requirements of Title I, Part A, and how to monitor a child's progress and work with educators to improve the achievement of their children. (20 U.S.C. § 6318[e][1])
[Briefly describe or list the activities the school will implement to address this requirement.]

- b) The school provides materials and training to help parents work with their children to improve their children's achievement, as appropriate, to foster parental involvement. (20 U.S.C. § 6318[e][2])
[Briefly describe or list the activities the school will implement to address this requirement.]
- c) The school educates teachers, specialized instructional support personnel, principals, and other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school. (20 U.S.C. § 6318[e][3])
[Briefly describe or list the activities the school will implement to address this requirement.]
- d) The school, to the extent feasible and appropriate, coordinates and integrates parent involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conducts other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318[e][4])
[Briefly describe or list the activities the school will implement to address this requirement.]
- e) The school ensures that information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and, to the extent practicable, in a language the parents can understand. (20 U.S.C. § 6318[e][5])
[Briefly describe or list the activities the school will implement to address this requirement.]
- f) The school provides such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318[e][14])
[Briefly describe or list the activities the school will implement to address this requirement.]

2.3 Accessibility

In carrying out the parent and family engagement requirements of Title I, Part A, *[School Name]*, to the extent practicable, shall provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports required under section 1111 of the ESEA (20 U.S.C. § 6311), as amended by ESSA, in a format and, to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318[f])

[Briefly describe or list the activities the school will implement to address this requirement.]



**It may be helpful to include the parent and family engagement policy review in the annual review of the School Plan for Student Achievement.*

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

DO NOT include in School-Parent Compact
It is recommended that each school's compact(s) be tied to the improvement goals outlined in the School Plan for Student Achievement, and that the agreement be revisited at parent-teacher conferences.
**Please note: Items required by federal law [20 USC 6318 section 1118(d)(1) and (2)] are indicated with an asterisk. Other items will vary according to local need. EDIT to meet site needs*

[Site Name] School-Parent Compact

Compacts are agreements between families and schools. This compact outlines how parents, the entire school staff and students will share the responsibility for improved student academic achievement. It describes the ways the school and families will partner to help children achieve the State’s high academic standards. (ESSA Section 1116[d])

The school engages Title I, Part A parents and family members to improve the achievement of their children in meaningful interactions with the school. This Compact supports a partnership among staff, parents and family members, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices:

Staff Pledge:

To help each student meet or exceed the state's high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- *Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the children served under this part to meet the challenging state academic standards.
- *Communicate regularly with families in a language that the family members can understand, to the extent practicable, about student progress through frequent reports to parents on their children's progress, conferences, parent-teacher meetings, progress reports, and other available means. Conduct parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual child's achievement.
- *Provide reasonable access to staff, opportunities for parents to volunteer and participate in their child's class, and to observe classroom activities.
- ***[Briefly describe or list the activities the school will implement to address this requirement]***

SAMPLE RESPONSES:

- Endeavor to motivate my students to learn
- Maintain high expectations and help every child develop a love of learning
- Provide a warm, safe, and caring learning environment
- Provide meaningful, daily homework assignments to reinforce and extend learning (30 minutes for grades 1-3 and 60 minutes for grades 4-6)
- Participate in professional development activities that improve teaching and learning and that support the formation of partnerships with families and the community
- Participate actively in collaborative decision making
- Work consistently with families and my school colleagues to make the school an accessible and welcoming place for families
- Respect the school, students, staff and families

Student Pledge:

To help myself succeed in school, I agree to carry out the following responsibilities to the best of my ability:

- Come to school ready to learn and work hard
- Bring necessary materials, completed assignments and homework
- Know and follow school and class rules
- Ask for help when I need it
- Communicate regularly with my parents and teachers about school experiences so that they can help me be successful in school
- Limit my TV watching and instead study or read every day after school
- Respect the school, classmates, staff, and families

Family/Parent Pledge:

To help my child meet or exceed the state’s high academic standards, I agree to carry out the following responsibilities to the best of my ability:

- Communicate the importance of education and learning to my child
- Provide a quiet time and place for homework
- Monitor my child’s TV viewing
- Read to my child or encourage my child to read every day (20 minutes for grades K-3, and 30 minutes for grades 4-6)
- Communicate with the teacher or the school when I have a concern
- Ensure that my child attends school every day, and gets adequate sleep, regular medical attention and proper nutrition
- Regularly monitor my child's progress in school
- Participate in activities at school, such as school decision making, volunteering and/or attending parent-teacher conferences
- Respect the school, staff, students, and families

This Compact was adopted by the (type name of the school) on (insert date) and will be in effect for the period of (enter time period the Compact is in effect here).

The school will distribute the Compact to all parents and family members of students participating in the Title I, Part A program on, or before: (add date here).

Type signature or sign here.

Signature of Authorized Official

Enter date approved.

Date

