

Moorpark Unified School District

Title I, Part A LEA-Level Parent and Family Engagement Policy

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The purpose of this Policy is to:

Moorpark Unified School District (MUSD) has developed a written Title I Parent and Family Engagement Policy with input from parents and family members of participating children. The purpose of this policy is to describe and inform parent and families of the requirements of Title I as well as how the district is carrying out policy requirements as defined in Every Student Succeeds Act (ESSA) Section 1116(a). This policy is distributed to families through the annual notification, district parent handbook, and/or posted on the district's website.

How will parents and family members be involved in the development of this Policy (ESSA sections 1116[a][2][A], and 1116[a][2][F])?

MUSD includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Input from parents is gathered from the annual LCAP Parent Survey, District English Learner Advisory Committee (DELAC) and Title I parent meetings. Actions and strategies are also included in the LCAP Federal Addendum. Based on feedback from last year the LCAP survey will be updated to reflect more meaningful feedback for programs. Also, based on feedback from last year the LCAP surveys will be available at well-attended events to increase participation.

How will parents and family members be involved in developing school improvement plans (ESSA Section 1116[a][2][A])?

MUSD annually 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 meetings, and parent advisory committee meetings, such as School Site Council (SSC), Title I Parent meeting, English Learner Advisory Committee (ELAC), District English Learner Advisory (DELAC), LCAP Parent Advisory, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA).

How does the Local Educational Agency (LEA) provide 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? Does this 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])?

District staff works collaboratively with site administrators to plan and implement parent and family engagement activities. A Teacher on Special Assignment (TOSA) in coordination with a bilingual counselor support school sites to plan and coordinate activities and best practices. Activities include Bilingual Parent Coffee Chats, Site Principal Chats, Literacy/Math nights, parent information nights and workshops, and family events. Activities for each site are described in the school's Parent and Family Engagement Policy, School-Parent Compact, and may be included in the School Plan for Student Achievement.

How will LEAs coordinate or integrate parent and family engagement strategies with other relevant federal, state, local laws, and programs (ESSA sections 1116[a][2][C], and 1116[e][4])?

District staff works collaboratively with directors of other relevant programs to assist with coordinated efforts. Leads for these programs ensure that parent and family engagement activities for all programs, including State Preschool, English Learners, Special Education, and Career Technical Education, are coordinated with those offered through Title I, Part A.

How will LEAs 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, and use the finding to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?

The district annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums, as well as site and district advisory committees to evaluate the effectiveness and update the Parent and Family Engagement Policy. Input is gathered, documented, and retained to be used in developing the following year's plan.

What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116? Please note with particular attention, parents 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 (ESSA Section 1116[a][2][D][i]):

Barriers are identified through stakeholder feedback and actions put in to place to address the needs of families, such as holding meetings at centrally located sites (within walking distance), providing child care, and ensuring information is provided in a language and format easily understood by families.

What are 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 (ESSA Section 1116[a][2][D][ii])?

It is imperative that parents are trained on how to navigate the United States educational system. In order to assist them with this, informational meetings (e.g. DELAC, ASK, WASC Parent Advisory, Parent-conferences, Principal Chats, Bilingual Parent Coffee Chats) 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, academic strategies for use at home, and assistance with completing school forms.

What are the strategies used to support successful school and family interactions (ESSA Section 1116[a][2][D][iii])?

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 Night, informal meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how students, families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students in meeting the state academic standards.

LEAs provide coordination, technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. This may include consultation with employers, business leaders, philanthropic organizations, or individuals. What technical assistance will be provided to parents (ESSA Section 1116[a][3][A])?

District staff works collaboratively with site administrators to plan and implement parent and family engagement activities. A Teacher on Special Assignment (TOSA) in coordination with a bilingual counselor support school sites to plan and coordinate activities and best practices. District staff collaborates and coordinates activities with a variety of local organizations such as Moorpark Education Foundation, Kiwanis, Rotary, PTA, Women's Fortnightly, Moorpark City Library, and local Law Enforcement Agencies. Various programs are then implemented at school sites to involve and engage parents, families and community members based on site needs.

How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements (ESSA Section 1116[a][3][A])?

The district is not required to reserve 1 percent of Title I, Part A funds as its allocation is under \$500,000.

How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?

Each school designates family members to serve on the LCAP District Parent Advisory Committee. This committee reviews input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP and the LCAP Federal Addendum, including the allocation of funding, actions and services for family engagement.

How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?

The district is not required to reserve 1 percent of Title I, Part A funds as its allocation is under \$500,000. However, MUSD has purchased the Latino Literacy project districtwide to provide additional training for families.

How will LEAs provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1])?

A Teacher on Special Assignment (TOSA) in coordination with a bilingual counselor support school sites working with site administrators, teachers, and counselors to assist parents and families in understanding state academic standards, local assessments, and monitoring student progress, as well as working as a team with educators to promote student success. Activities that support this include Bilingual Parent Coffee Chats, Site Principal Chats, Literacy/Math nights, parent information nights and workshops, parent-teacher conferences, Back-to-School Night, ELAC, Title I Parent Meeting, Assistant Principal Parent Meetings, and Special Education Parent Advisory meetings (ASK).

How will LEAs provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2])?

All schools develop site parent and family engagement plans and school-parent compacts 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. Information, resources/materials, and training are shared with families at parent information nights, Back-to-School nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on school site's website. The bilingual TOSA and counselor work collaboratively with schools to implement programs to support parents at home. In addition, trainings for parent and families are offered at our DELAC meetings including topics on importance of school attendance and social emotional needs. Based on feedback from stakeholders February, 2020, MUSD provides parent and family trainings through our Adult Education grant.

How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school (ESSA Section 1116[e][3])?

District staff works collaboratively with site administrators to plan and implement educational activities for teachers and support staff. These activities support the development of educational activities for engaging parents, valuing parent contributions, effectively communicating, and building relationships between parents, families and schools. The district's bi-monthly Leadership Forum, monthly staff and grade level meetings, site leadership meetings, and district in-service trainings support this effort. The district bilingual TOSA and counselor also aid in educating staff on best practices of working with and valuing families.

How will LEAs coordinate and integrate parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4])?

Parent and family engagement activities for all programs, including State Preschool, English Learners, Special Education, and Career Technical Education, are coordinated and integrated with those offered through Title I, Part A by directly working with directors/coordinators of those programs. District and school site staffs coordinate and plan activities to encourage/support parents and families in fully participating in their child's education. Activities that support this effort include Preschool Parent education nights, Special Education Parent Advisory (ASK), ELAC/DELAC, and family engagement nights.

How will LEAs ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand (ESSA Section 1116[e][5])?

District student and parent database is utilized to identify families whose language is other than English. The district communication all-call messaging system is designed to alert schools of the status of receipt of emails and phone calls so that adjustments and corrections to phone numbers and emails can be made ensuring receipt of all communication. Written communication is translated into primary languages for sub-groups meeting the minimum requirements. This information is then distributed to families through the annual notification, all-call messages, site/teacher newsletters, parent handbooks, posted on the school/district's website, use of translators, and other various methods of communication.

How will LEAs provide such other reasonable support for parental involvement activities under this section (ESSA Section 1116[e][14])?

District and school sites provide individualized parent informational meetings, tours, and any requested supports (e.g. academic, social, emotional, etc.). District coordinates and collaborates with Ventura County Office of Education to aid in supporting parent involvement. Translation is offered.

How will the LEA ensure that the Parent and Family Engagement Policy is in a format and language that is easy for the parents and families to understand (ESSA Section 1116[f])?

District student and parent database is utilized to identify families whose language is other than English. The districts and site's Parent and Family Engagement Policies are translated based on the languages identified for sub-groups meeting the minimal requirements. These policies are distributed annually. Paper copies can be requested and the policies are uploaded to the district and school site web pages. District will provide translators for further explanation of this policy upon request. In addition, District Pulse through Q Student Information System provides data parent contact information. Specifically, indicating which contact information is accurate and updated.

This Policy was adopted by the Moorpark Unified School District School Board on 9/15/2020 and will be in effect for the period of 9/15/2020 – 9/15/2021.

The LEA will distribute this Policy to all parents and families of students participating in the Title I, Part A program on, or before 9/16/2020:

[Redacted signature line]

Signature of Authorized Official

[Redacted date line]

Date

California Department of Education
July 2018