



## Southern Kern Unified School District Parent and Family Engagement Policy 2023-Current

Southern Kern Unified School District (SKUSD), with parents and family members, has jointly developed, mutually agreed upon, and distributed to, parents and family members of participating children a written Local Educational Agency (LEA) parent and family engagement policy.

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

SKUSD will take the following actions to involve parents and family member in the development of the district policy:

- School Site Council (SSC) meetings
- English Language Advisory Committee
- District Advisory Council (DAC) meetings
- District English Learner Advisory Committee (DELAC) meetings
- Title 1 Parent meetings at each school site

*This policy and all school policies will be posted on our system and school websites where they are available for parent comments and suggestions. This policy is a working document subject to review and revision.*

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

Parent and family members will be involved in the development of the LCAP and SPSA (district and school improvement plans) under ESSA Section 1111 through the following actions:

- LCAP Stakeholder meetings
- School Site Council (SSC) meetings
- English Language Advisory Committee
- District Advisory Council (DAC) meetings
- District English Learner Advisory Committee (DELAC) meetings
- Annual Parent Survey- provide in several formats to ensure ease of parents to complete to gain more input

- Title 1 Parent meetings at each school site

Describe how the LEA provides the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the LEA in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, and how this may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education (ESSA Section 1116[a][2][B]):

To assist and build capacity of all Title 1 participating schools, the district collaborates with school site administrators on their parent/family engagement goals and strategies/activities within their Single Plans for Student Achievement.

Additionally, the district:

- Ensures that district-wide information is distributed in each student's home language
- Assisting sites with resources to build parent capacity
- Providing tools to enhance communication with families
- Consulting/Collaborating with other agencies to provide parent education

The district monitors each Title 1 school to ensure that each school performs the following tasks annually:

- Develop, review, and distribute their School/Parent Compact
- Develop, review, and distribute their School Parent and Family Engagement Policy
- Host an annual Title 1 Meeting at the beginning of the school year
- Provides training for parents that includes how to support their students academically, monitor their student's attendance and academic performance, and school to home communication systems

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

Parent and family engagement activities for programs, parent institute for quality education (P.I.Q.E.), including English Learners, ASES After School Program, Foster Youth, Homeless, and Special Education are coordinated with those offered through Title 1, Part A.

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

An annual evaluation of the content and effectiveness of the parent and family involvement policy will be conducted through the District Advisory Council and School Site Council meetings with involvement of parents. The evaluation will include barriers

to greater participation by parent involvement activities, and input provided on applicable parent surveys. Particular attention will be given to parents that are economically disadvantaged, are disabled, or have limited English proficiency. The LEA Parent and Family Engagement Policy will be reviewed and revised as necessary.

Describe how the LEA includes the following in the annual evaluation of the Title I, Part A parent and family engagement policy: identify barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background); identify the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and identify strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][i-iii]):

While numerous barriers exist for both schools and families, some barriers are created by limited resources while others reflect beliefs and perceptions of families and staff.

Common barriers to an increase in participation identified by parents that will become the focus of SKUSD are:

- Transportation
- Work schedules and meeting times
- Parent or family technology skill levels
- Parents' lack of comfort and familiarity with the education systems including committee functions
- Language: translation and terminology
- Parent contact information needing to be kept up to date

In order to assist with the learning of their children, it would be beneficial for parents to continue to collaborate with schools on:

- Support their child's learning through strategies aligned with the adopted curriculum teachers use in the classroom and how to access curriculum resources
- Support students with special needs including how to advocate and support their special needs student
- Strengthen good study habits in the home by creating routines and designating study space
- Reinforce positive well-being including social, emotional and mental health
- Knowledge of how to address/process for bringing up concerns at school
- Expectations for students at different grade levels or grade level spans
- How to update contact information on Aeries

Schools will help to foster parent/teacher relationships by:

- Encouraging parent participation through personal invitation and school communication tools
- Increasing personal interactions with parents
- Welcoming parents to the Parent Center for workshops and information

- Using communication tools like ClassDojo, Remind, and/or school Aeries Communications from teachers and principals
- Providing training to parents in, but not limited, to: support strategies, homework help, technology, multi-tiered systems of supports (M.T.S.S.), cyber-safety, vaping, behavior supports, mental health, and suicide prevention
- Providing adult education opportunities (i.e. GED, ESL, etc.) through AVUHD housed in the district
- Continuing to host parent and family activities including student functions/performances
- Providing ways to make it easy for parents to contact teachers
- Provide outreach and/or training for parents of students with disabilities

Additional strategies to support successful school and family interactions:

- Provide on the district website resources including "how to" videos on topics such as how to access the parent portal or other tech platforms
- Provide enhanced and varied communication methods including the use of digital marquees
- Maintain updated district/school websites for easy and timely access to information
- Provide childcare/food at training/functions
- Provide multiple opportunities for parent input

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

The results of the evaluation are used to design evidence-based strategies that improve family engagement and revise the parent and family engagement policy, as needed. Opportunities for evaluating the strategies include an annual review of district and site plans' family engagement goals and strategies, annual policy review with School Site Council, and consultations with other committees such as the District Advisory Committee (DAC) and English Language Learner Acquisition Committees (ELACs).

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

All school sites within SKUSD 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 parents to serve on the District Advisory Committee (DAC). The committee 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.

Southern Kern Unified School District's Title I, Part A LEA Parent and Family Engagement Policy was developed jointly and agreed on with parents and family members of children participating in Title I, Part A programs at the District Advisory Council on February 10, 2022 and at school site SSC meetings. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before August 31st.

Board Approval Date: 06-26-24

Signature:

Dr. Larry Mendez, Assistant Superintendent of Educational Services

Name and Title of Authorized Official

*Dr. Larry Mendez*

Signature of Authorized Official

05/21/24

Date