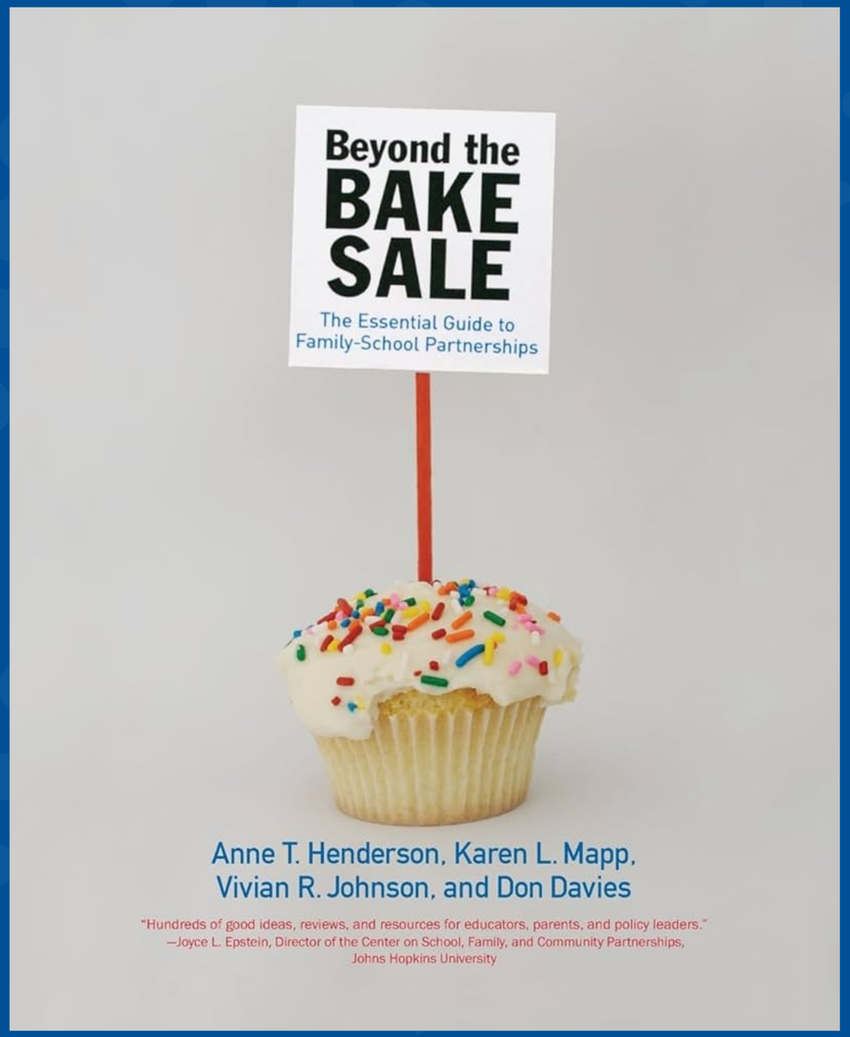
FAMILY ENGAGEMENT

BOARD POLICY 6020

SERGIO DIAZ LUNA
CHIEF OF COMMUNICATIONS
& COMMUNITY ENGAGEMENT

ALUM ROCK UNION SCHOOL DISTRICT

Framework for Family Engagement



What the Research Says

- **Focus on school-family partnership:** Strong partnerships lead to higher grades, better test scores, and higher graduation rates.
- **Practical tools:** Checklists, sample policies, and strategies for schools to evaluate "family-friendly" nature and how well involvement links to learning.
- **Addresses challenges:** Turns parents into partners, and advocates for sharing power democratically.

Framework for Family Engagement

The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)



Framework for Family Engagement

Practice Rooted in Research





- CA Department of Education & WestEd
  - Family Engagement Framework: A Tool for California School Districts
- U.S. Department of Education & SEDL
  - Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships
- National Association for Family, School, and Community Engagement

Framework for Family Engagement







3 Key Questions

1. Are families learning something new?

2. Are families gaining a new skill through practice?

3. Are families provided an opportunity to meaningfully contribute or engage at the meeting? (Not just asked to volunteer or attend an event)

Board Policy 6020



» **Policy 6020: Parent Involvement**

Status: ADOPTED

Original Adopted Date: 07/02/2013 | **Last Revised Date:** 12/04/2025 | **Last Reviewed Date:** 12/04/2025

see more

The Board of Trustees 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.

Access to Communication Services

Parent engagement within the school must be meaningful and effective to positively impact student achievement. Communication among parents, teachers, and administration is a critical component in the understanding and supporting the reciprocal needs and expectations of the classroom and a student's family. To open channels of communication and strengthen school/teacher/family relationships, the district invites parents and guardians to Back to School Nights annually and Parent-Teacher Conferences (1-2 times a year). Communication between the school/teacher/family is critical to the academic success of all students. In an effort to increase parent involvement the Alum Rock School District will offer translation and interpretation services to those families where a language barrier that impedes parent engagement exists. Awareness for obtaining communication services shall be uniform across all schools in the Alum Rock School District. Protocols and procedures will be distributed to all schools and available on the website.

District Administration shall communicate translation/interpretation services available to our families on a yearly basis. They will also identify the adequate resources, training and standard protocols necessary to meet the demographic needs of the district community.

Parent involvement in the education process is fundamental to a healthy system of public education and that family involvement at home and at school in the education of children results in improved pupil achievement.

Therefore, the district believes it is every family and guardian's obligation and responsibility to volunteer at least 30 hours per year at the student's school site, of which 10 of those hours should include volunteer time to the student's classroom.

Administration shall prepare an Administrative Regulation implementing this policy which shall include that each school site shall provide a copy of the above policy to each family or guardian of each district student no later than the tenth (10th) school day of each school year, with appropriate space for the signature of each parent or guardian to sign and acknowledge receipt of this policy, and direction to return the signed copy to the student's classroom teacher. The Superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; 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 Superintendent or designee shall regularly evaluate and report to the Board on the effectiveness of the district's parent involvement efforts, including, but not limited to, input from parents/guardians and school staff on the adequacy of parent involvement opportunities and barriers that may inhibit parent/guardian 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)

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.

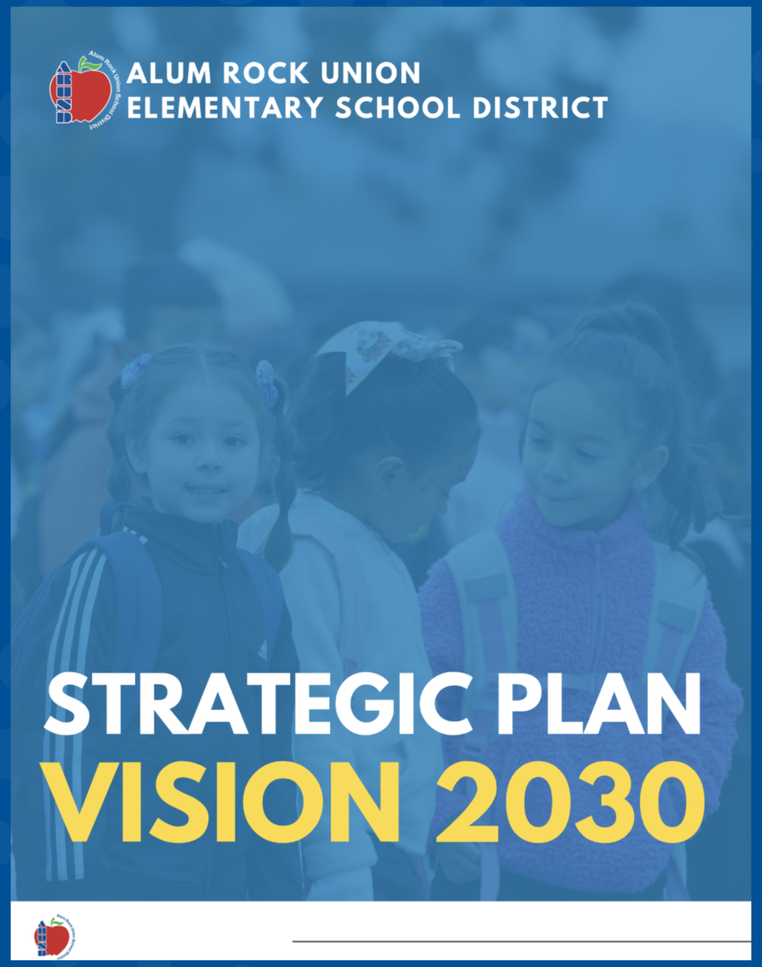
District and school-level parent/guardian and family engagement policies and administrative regulations shall be distributed to parents/guardians of students participating in Title I programs and shall be available to the local community. Parents/guardians shall be notified of the policy in an understandable 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)

- **Outlines how ARUSD can co-develop policies to meaningfully involve parents/guardians in school**
- **Requires LCAP to include goals + strategies for parent/guardian input on decision-making**

Strategic Plan - Vision 2030



Goal 3

- Outlines Family Engagement Goals
- Aligned to LCAP
- Rooted Student Learning



STUDENT, FAMILY, & STAFF ENGAGEMENT

Strong, authentic relationships with students, families, and staff are a foundation for our students' success and well-being. We will deepen our partnerships with families and students through culturally responsive outreach and build structures that elevate student and family voice in programming and decision-making. We will also enhance professional support systems for staff and cultivate a positive, collaborative climate.

ALUM ROCK UNION
ELEMENTARY SCHOOL DISTRICT

Strategic Plan - Vision 2030

Goal 3.2

- **Expand Parent University Model**
  - **Reimagining the two conference events**





SUBGOAL 3.2

Expand Parent University as a comprehensive parent engagement initiative

Recommended Actions

A. Develop a monthly workshop series for parents with flexible delivery options

B. Provide workshops, resources, and support tailored to community needs

C. Build parent capacity to lead site-based and district-level decision-making bodies (e.g., ELAC, SSC, DAC, DELAC)

D. Build capacity of Community Liaisons and School-Linked Services to strengthen school-home communication and engagement

E. Establish clear, consistent, and measurable learning outcomes for all parent engagement activities, ensuring it is tied to the satisfaction of learning



Recommended Action 3.2.A

Monthly Workshops



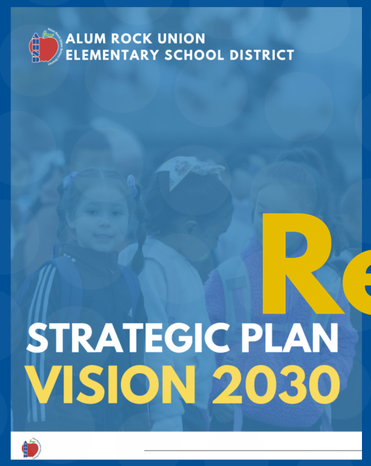


Develop a monthly workshop series for parents with flexible delivery options

- **SLS Supervisors Scheduling Monthly Webinars based on Monthly Themes**
  - Attendance Awareness Month - Understanding School Attendance
  - Bullying Awareness Month - Bullying Prevention and Safety
  - Immigration Resources: Know Your Rights / Family Preparedeness / RRN

- **Community Liaisons hold regular Cafecitos**

- **SLS Supervisors Schedule In-Person Workshops and Resource Fairs**
  - 66 different workshops (some with multiple day offerings), resource fairs, webinars scheduled in the 2025-2026 school year



Recommended Action 3.2.B

Resources for Community Needs

Provide workshops, resources, and support tailored to community needs

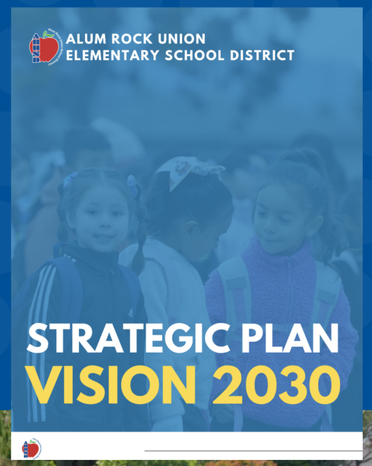
- **2025-2026 Community School Survey**
  - Identified workshops that ARUSD could provide families (Anti-Bullying, Academic Support, & Positive Parenting)

- **SLS Supervisors & Community Liaisons Organize Resources for Community**
  - Resource Fairs & McKinney Vento Evvents
  - Bike Distribution / Monthly Food Distribution
  - Parent University resource fairs focused on community resources



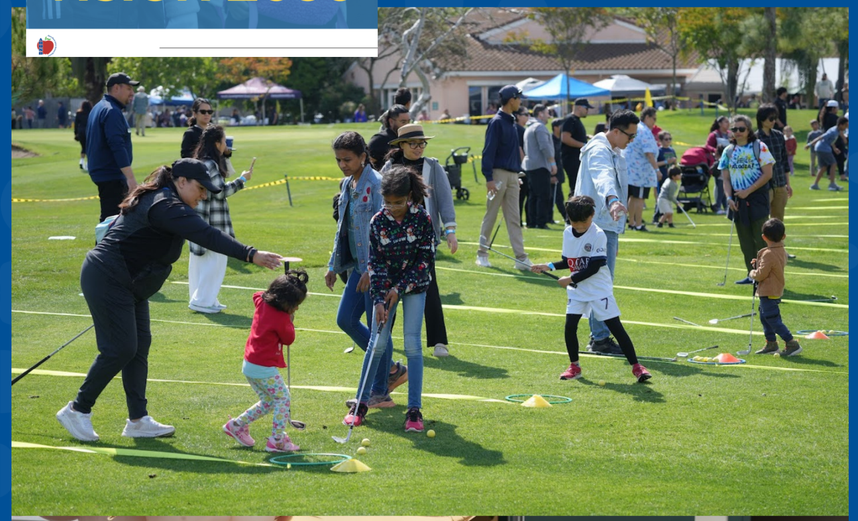






Recommended Action 3.2.C

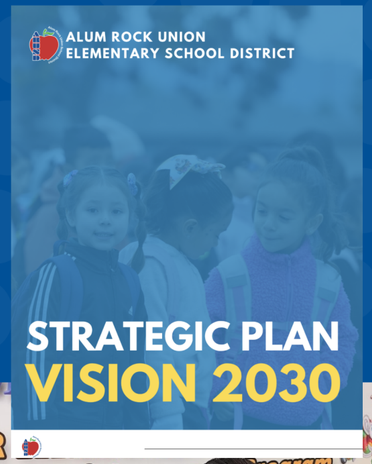
Parent Capacity Building





Build parent capacity to lead site-based and district-level decision-making bodies (e.g., ELAC, SSC, DAC, DELAC)

- **PIQE (Parent Institute for Quality Education) Pilot at Linda Vista**
- **ELAC Meetings:**
  - Based on the school site calendar
- **SSC Meetings**
  - Based on the school site calendar
- **DAC Meetings**
  - Monthly on Second Monday
- **DELAC Meetings**
  - Monthly on Second Monday



Recommended Action 3.2.D

Staff Capacity Building

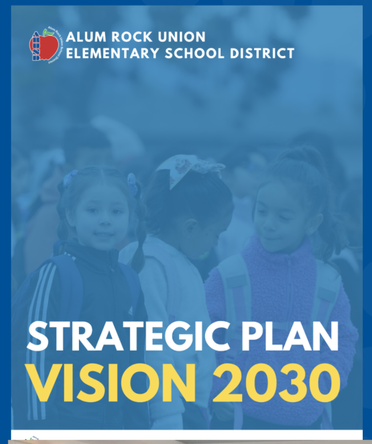




Build capacity of Community Liaisons and School-Linked Services to strengthen school-home communication and engagement

- **Community Liaison Monthly Meetings**
  - Trainings on Enrollment Outreach Processes
  - Train the Trainer Training on Family Preparedness Planning
    - Community Liaisons took this back to their community
  - Strengthening Communication on Attendance & Home Visits
  - Organizing School Based Enrollment Events

- **School-Linked Services Monthly Meetings**
  - Outreach Events
  - Communication Strategies



Recommended Action 3.2.E

Measurable Outcomes



Establish clear, consistent, and measurable learning outcomes for all parent engagement activities, ensuring it is tied to the satisfaction of learning

Parent Feedback Survey Implemented

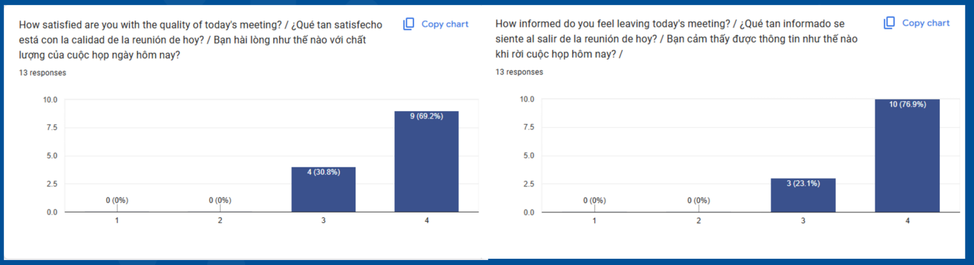
- Parent University Spring 2025, Fall 2025, Spring 2026
- Webinars - Attendance Webinar / Immigration / Bullying Prevention Webinar

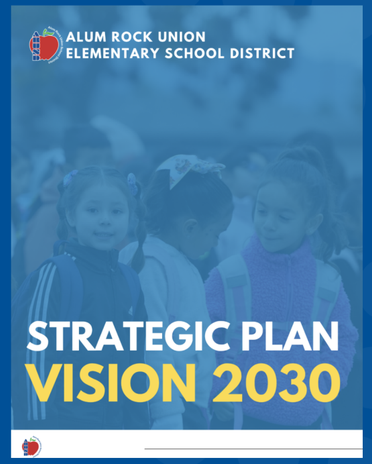
Community Outreach Events Post-Outreach Survey

- After each outreach session Community Liaisons complete post-outreach survey to identify trends and topics for parents

Planned Family Engagement Event Evaluation Form

- Site Community Liaisons and Principals Complete to Evaluate Every Event





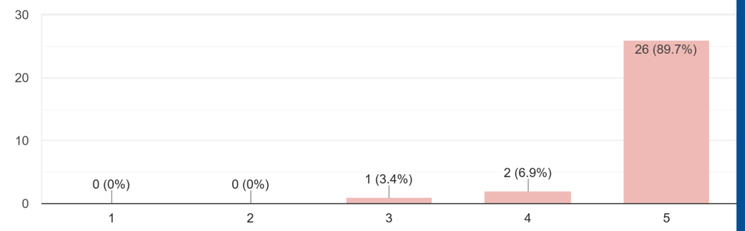
Recommended Action 3.2.E

Measurable Outcomes

Parent University Feedback

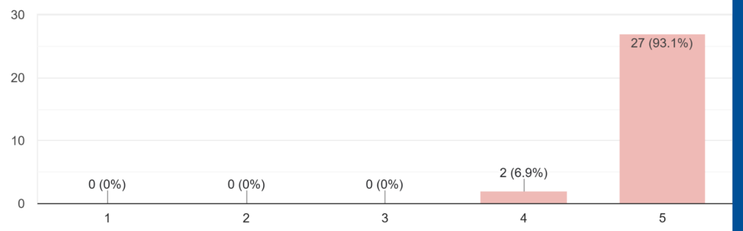
On a scale of 1-5 (with 1 being least enjoyable and 5 being most enjoyable), please rate your overall experience at the ARUSD Parent University:

29 responses



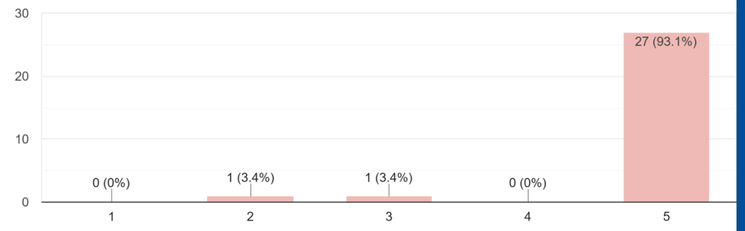
On a scale of 1-5 (with 1 being not helpful and 5 being very helpful), please rate how helpful the workshops were in supporting your student

29 responses



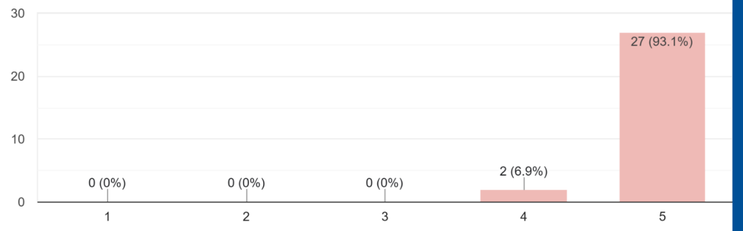
En una escala del 1 al 5 (siendo 1 el menos agradable y 5 el más agradable), califique su experiencia general en la Universidad de Padres de ARUSD:

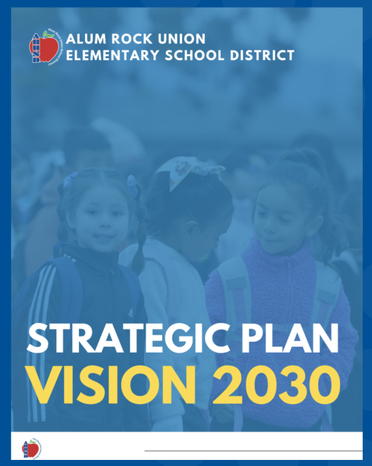
29 responses



En una escala del 1 al 5 (siendo 1 nada útil y 5 muy útil), califique qué tan útiles fueron los talleres a los que asistió para apoyar a su estudiante.

29 responses

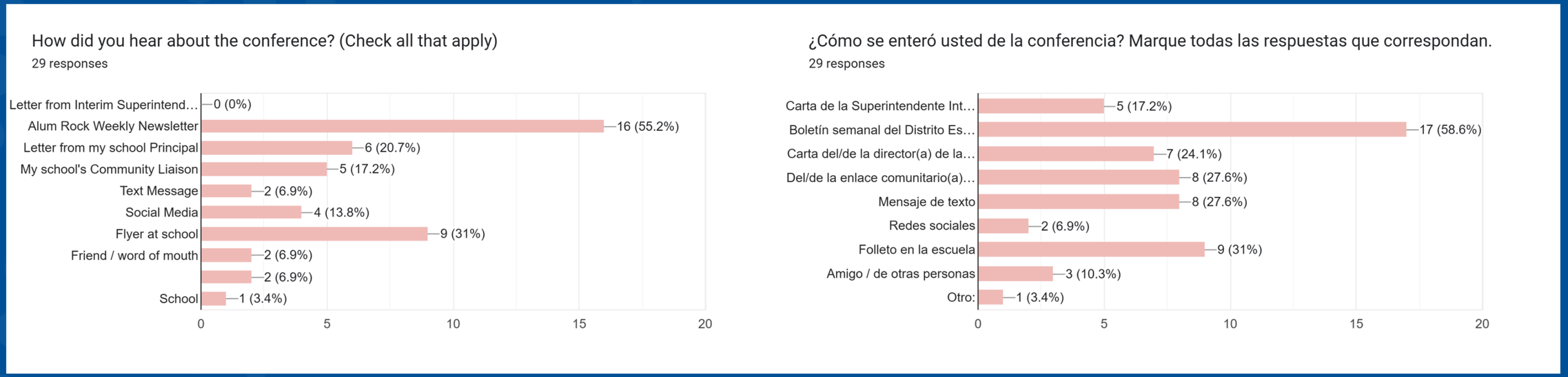




Recommended Action 3.2.E

Measurable Outcomes

Parent University Feedback



Opportunity for ARUSD in Family Involvement

Ensure All Family Engagement is Tied to Academics

- Tie events to learning - whether an activity or takeaway that families can practice at home
- Continue evaluating and collecting feedback on each family event
- Continue builiding the data tracking system started for family engagement







QUESTIONS?

