



Title I, Part A LEA Parent and Family Engagement Policy

Oxnard School District (LEA), 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]):

Parents and family members are invited and encouraged to attend district-level parent advisory groups, such as the District's English Learner Advisory Committee (DELAC), the Parent Advisory Committee (PAC), the Family and Community Engagement (FACE) Advisory Group to receive information about the LEA's participation in Title I, the purpose, and requirements of Title I, and to participate in the development of the LEA's Parent and Family Engagement Policy.

Oxnard School District believes that active parent and family engagement in the different advisory groups will help support the LEA's vision to "Nurture self-confident and empowered multilingual global citizens, strong in their multiple identities and potential, who achieve inspired levels of individual, community, and social accomplishment in school and beyond in their endeavors." More than 30 years of research have shown the positive relationship between effective parent and family engagement and student academic achievement and socio-emotional well-being. The LEA hopes to accomplish the following:

- Continue building trusting and respectful relationships between school/district staff and families.

- Strengthen two-way communication between the school/district and families to achieve positive student outcomes.

- Implement the following family engagement priority actions in the district's strategic plan:

- 4.2.1: Continue to align family engagement activities with the adopted California Family Engagement Framework.

- 4.2.2: Support schools in promoting and ensuring parent voice and agency in decision-making to impact student achievement.

- 4.2.3: Build culturally responsive classrooms connected to students' lives and families by incorporating parents' strengths, talents, and expertise.

- 4.2.4: Ensure participation, involvement, and support of the district's ethnically and culturally diverse families in their children's education by focusing on high-leverage family engagement practices directly connected to student learning. In the 2025-2026

school year, OSD will offer Project 2 Inspire and Step Engagement parent leadership classes, Plaza Comunitaria to build parents' capacity to support their children's literacy and math development, newcomer parent meetings, embracing diversity workshops, ESL and computer basics classes, migrant parent advisory council meetings, family conferences featuring high-leverage workshops, and family resource fairs.

4.2.7 Organize multicultural events to honor and celebrate OSD's culturally and linguistically diverse communities through literature, dance, music, art, etc., in a joyful environment. Such events include Celebrating Mesoamerican Traditions, DELAC Convivio/Posada, Black History Celebration, Asian American and Pacific Islander Heritage Month, and Juneteenth.

-Work collaboratively in planning, designing, implementing, and evaluating family engagement activities at the school and district levels.

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]):

The LEA will build the capacity of all participating schools within the district in planning and implementing effective parent and family engagement activities to improve student academic and social-emotional outcomes by engaging administrators, outreach resource specialists, teachers, support staff, and families in meaningful conversations around the California Family Engagement Framework to build a shared understanding of the expectations and requirements of implementing authentic family engagement that is culturally responsive and supported by research. Additionally, the LEA will help school administrators create, implement, and evaluate their site-level Title I Parent and Family Engagement Policies in alignment with the family engagement priority actions stipulated in the district's strategic plan. Each school will build true school-home partnerships by fostering effective communication and collaborating to implement and evaluate identified family engagement priority actions. Furthermore, as part of the school-level parent and family engagement policy, each school will jointly develop a school-parent compact with parents outlining how parents, the entire staff, and students will share responsibility for improved student academic achievement. The Equity, Family, and Community Engagement Manager will serve as a liaison to the schools by providing support in developing and implementing their Title I Parent and Family Engagement policies.

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

The LEA uses Title I funding to support parent/family engagement strategies while following guidelines as defined by state and federal mandates. As applicable, the LEA will integrate and coordinate parent and family engagement activities with the Local Control Accountability Plan (LCAP). Such activities shall include opportunities for authentic engagement, training parents and families on topics such as state academic standards and assessments, and building parents' capacity to support their children's learning at home. The LEA coordinates parent and family engagement with Child Nutrition Services, Pupil Services, Special Education, and other programs supported by the Educational Services Department. Also, each school site is staffed by one Outreach Resource Consultant who serves as a school-community liaison. Additionally, the LEA has strong partnerships with community and state organizations, including Ventura County Public Health, Ventura County Behavioral Health, the Ventura County Office of Education, the California Association for Bilingual Education, and local universities.

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 the academic quality of all schools served under Title I, Part A (ESSA Section 1116[a][2][D]):

An annual evaluation of the implementation of district and site-level parent and family engagement policies shall be conducted in the winter of every school year. The Panorama survey will measure the LEA's progress, successes, needs, and areas for growth in implementing family engagement policies, programs, and practices. Other metrics to be considered include parent attendance in the district's advisory groups and the ongoing review of student academic data. The data will be reported to all parents and families at district-level parent advisory groups. The LEA will use these findings and the feedback from diverse stakeholder groups to design more effective parent and family involvement and shall revise this policy as necessary.

Describe how the LEA includes the following in the annual evaluation of 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]):

The LEA will collect and analyze data from student, staff, and family surveys to identify barriers to greater parental participation. This data will be disaggregated by demographic information such as race or ethnicity, primary language, education

services, and grade level to enable the LEA to identify the specific needs of different groups and plan accordingly. The Panorama family survey is available to families in the winter of every school year. It is offered in English and Spanish and is promoted through different communication platforms, including paper surveys, to encourage greater participation. Access and equity are at the core of the LEA's parent and family engagement initiatives. The LEA provides translation and interpretation services to support families' linguistic needs. Two Mixteco interpreters and interpretation services in various languages through American Language Services for parents who speak a language other than English, Spanish, or Mixteco. In addition to the Panorama family survey, families are invited to participate in district- and site-level parent advisory groups, with childcare and interpretation services provided as needed. The LEA utilizes ParentSquare as its primary communication platform for ongoing family communication. Additionally, our district-level parent liaisons and ORCs conduct daily outreach to all parents and families, connecting them with available district and community resources and programs.

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 LEA will review the effectiveness of parent and family engagement practices and initiatives by analyzing feedback from parents in the Panorama Family Engagement and LCAP survey and through strategic conversations with the various parent advisory groups. The LEA will use these findings to identify areas of strength and areas for growth. It will revise the plan as necessary to move towards innovative implementation as measured by the rubrics in the California Family Engagement Framework.

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]):

Over the last several years, the LEA has worked to develop authentic family engagement by providing opportunities for all families, especially our underrepresented communities, to participate in decision-making processes that will impact students' academic and social-emotional outcomes. The LEA is committed to building capacity, empowerment, and advocacy by providing parents and families with opportunities to participate in district advisory groups, such as DELAC and PAC. Additionally, the LEA established a Family and Community Engagement Advisory group with diverse representation from the schools and the community. The work of this committee centers around the development and sustainability of effective family engagement practices through collaborative relationships between staff, parents, families, and the community.

Oxnard 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 in the fall of 2024. The LEA will distribute the Policy to all parents and family members of participating Title I, Part A students annually on or before February 18, 2026.

Dr. Ana DeGenna, Superintendent

Name and Title of Authorized Official



Signature of Authorized Official



