

PARENT INVOLVEMENT – TITLE I POLICY

In order to assure collaborative partnerships among Pasadena Unified School District's schools (including Title I schools), parents/guardians, family members of students and the community, the Governing Board, working through the administration, is committed to:

1. Involving 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 District will provide opportunities for parental involvement by:

- a. Establishing a district-level parent advisory committee (LCAP-PAC) and, as applicable, an English learner parent advisory committee (DELAC) (in accordance with EC 52063-LCAP) to review and comment on the plan in accordance with the review schedule established by the Governing Board.
- b. Inviting input on the plan from other parent committees, such as the African-American Parent Council (AAPC), Community Advisory Committee (CAC), District Advisory Council (DAC), District English Learner Advisory Committee (DELAC), Gifted and Talented Education (GATE), Parent Teacher Association (PTA), Foster Youth Advisory Committee (FYAC), Dual Language Immersion Parent Committee (DLIP) and other school-level parent/guardian leadership committees.
- c. Communicate with parents/guardians through all communication avenues available, such as telephone, email, text messages, the PUSD website, and other methods with information regarding the plan and the opportunity to provide input.
- d. Ensuring that the School Plan for Student Achievement (SPSA) for each school includes parental involvement goal(s) utilizing the [CA Family Engagement Toolkit](#), established in consultation with parents/guardians and parent committees of the schools (e.g. AAPC, ELAC and PTA).
- e. Ensuring that School Site Councils, and English Learner Advisory Committees (ELACs) meet on a monthly basis at each school site

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in the district, as required. The district will monitor funding as allocated in School Plans for Student Achievement (SPSA's).

- f. Providing an opportunity for all parent groups to give a meaningful input in the process of school review and improvement, as related to the School Plan for Student Achievement.
 - g. Offering flexible meeting times, childcare, translation services, and other reasonable accommodations to encourage and promote parent involvement.
 - h. Recommending that meetings are scheduled in consultation with schools' master calendars to avoid potential conflicts and provide parents with two weeks advance notice, when feasible.
2. Providing coordination, technical assistance, and other support necessary to assist participating 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 District will:

- a. Continue to support and encourage all recognized district-level parent groups, including, but not limited to African-American Parent Council (AAPC), Community Advisory Committee (CAC), District Advisory Council (DAC), District English Learner Advisory Committee (DELAC), Gifted and Talented Education (GATE), Foster Youth Advisory Committee (FYAC), Dual Language Immersion Parent Committee (DLIP) and Parent Teacher Association (PTA) and other school-level parent/guardian leadership committees.
- b. Involve parents in the decisions regarding how Title I funds reserved for parental involvement will be budgeted for parental involvement activities at the District level. Ensure that schools also involve parents in the process for spending Title I parental involvement funds at the school level.

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- Assign Office of Family and Community Engagement liaison(s) to the schools to support parent involvement, including compliance with Title I parent involvement requirements and training for Community Assistants (CF.0520.2, Title I).
 - c. Provide centralized training for School Site Councils through the department responsible for Title I oversight.
 - d. Provide centralized training for English Learner Advisory Committee through the Language Assessment and Development Department.
 - e. Provide parent/community partnership training utilizing the CA [Family Engagement Toolkit](#), facilitated by the Office of Family and Community Engagement.
 - f. Provide training and material for the Principal/designee, School Community Assistants, school volunteer coordinators, and appropriate site and District staff regarding parent involvement (including Title I requirements) and communication skills to assist them in planning, implementation and review of parent involvement activities.
 - g. Encourage schools to have functioning parent rooms or space for parents to meet and partner in support of school activities.
 - h. Encourage schools and departments to maintain up-to-date staff contact information on the PUSD website to facilitate communication between home and school.
3. Building the schools' and parents' capacity for strong parental involvement.

The District will:

- a. Assist all parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic/alternative assessments, the requirements of Title I, and how to monitor a child's progress and

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work with educators to improve the achievement of their children by:

- Offering relevant parent workshops on these topics through the Office of Family and Community Engagement.
 - Encouraging and supporting parents/guardians to attend local, state and national conferences, as funding permits, to increase their knowledge, with the expectation that participating parents/guardians shall share their acquired information with other parents/guardians.
 - Promoting online parent access to student achievement and other data reports.
- b. Assist and encourage parents/guardians by providing engaging materials and training to work with their children to improve their achievement, such as:
- Literacy training, parent participatory homework assignments and using technology, as appropriate, to foster parent involvement.
 - School site and district-wide parent workshops on these topics through the Office of Parent and Family Engagement
 - Accessible training formats, including online and social media offerings and family learning opportunities that actively involve students with their parents.
- c. Provide research-based training programs, as funding permits, to educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value of parent/guardian contributions and how to effectively communicate with parents/guardians, collaborate as equal partners, implement and coordinate parent/guardian programs, and build ties between parents and schools.
- d. Coordinate and integrate parent involvement programs and activities with District and other programs to support parents/guardians to increase involvement in their children's education.

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- The District’s designated department responsible for family engagement will work with all parent advisory groups (LCAP PAC, AAPC, CAC, DAC, DELAC, GATE, FYAC, DLIP and PTA) to support a cross-functional team, PUSD Parents’ Network, that collaborates to provide parent involvement programs and activities, such as special trainings targeting middle/high school parents, District’s annual Parents Training Parents Conference, DELAC Officers’ training, School Site Council trainings, etc.
- e. Ensure that information related to school and parent/guardian programs, meetings and other activities is sent to the parent/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand.
 - Consistent with Governing Board’s Translation Policy, following California EC Section 48985, which requires that parental notifications be translated for any group of students who speak a primary language other than English and constitute 15 percent or more of a school’s total enrollment.
 - f. Ensure that information related to school and parent/guardian programs, meetings and other activities clearly indicates the purpose and intended outcomes.
 - g. Provide other such reasonable support for parent involvement activities as parents/guardians may request.
 - h. Inform parents/guardians and parent organizations of the existence and purpose of available resources that provide training, information, and support to parents/guardians.
 - i. Ensure Opportunities for two-way communication and dialogue, including multiple and meaningful avenues for parents /guardians to offer input, ask questions, and engage in discussion with staff (e.g. listening sessions, focus groups, information discussions). Ensure follow-up communication to summarize what was heard and if/how feedback will be considered.
4. To the extent feasible and appropriate, coordinating and integrating Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant

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federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318).

5. Conducting, through the Office of Parent and Family Engagement, with the involvement of parents/guardians, and family members, including actual Title I parents, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of all schools, including: (20 USC 6318)
 - a. In the Spring of each year, convene a district-level committee, including a broad-based diverse group of parents, to review the findings from such methods as focus groups, surveys, and workshops to:
 - Evaluate the satisfaction of parents/guardians and staff with the quality and frequency of District communication and the parent involvement policy.
 - Assess the District’s progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request (EC 11503).
 - Identifying barriers to greater participation in parent/guardian and family engagement activities (with particular attention to parents/guardians who are economically disadvantaged, parents of migratory students, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background)
 - Identifying 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
 - Identifying strategies to support successful school and family interactions.
 - b. Provide oral translation services as needed at these committee meetings.
 - c. The findings of such evaluation will be used to design strategies for more effective parental involvement, and to revise, if necessary, the parental involvement policies described in this section. These findings will also be used to inform the annual self assessment for

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the CA Dashboard local indicator on Parent and Family Engagement.

6. Involving parents/guardians in the activities of all schools, including Title I schools, 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 district will:

- a. Communicate with parents/guardians through all communication avenues available, such as telephone, internet and other methods with information regarding school activities.
- b. Assist schools in the coordination of translation services or other accommodations needed to encourage participation of parents/guardians with special needs.
- c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children.

The district’s Board policy and administrative regulation containing parent/guardian and family engagement strategies shall be incorporated into the district’s local control and accountability plan (LCAP) in accordance with 20 USD 6312 and shall be distributed to the parents/guardians of all students, including those students participating in Title 1 programs. (20 USC 6318)

Regulation

PASADENA UNIFIED SCHOOL DISTRICT

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Pasadena, California

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