

San Juan USD | AR 6020 Instruction

Parent Involvement And Family Engagement

The San Juan Unified School District is committed to providing resources, guidance and support to staff and families that result in increased academic achievement and improved student well-being. In alignment with our Strategic Plan, the district will ensure that parents/guardians of students enrolled in all (Title 1 and non-Title 1) schools are provided with opportunities to be involved and supportive of their children's education and as valued partners in their education process.

1. The district will be governed by the following definition of parental involvement, and expects that schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means that staff will actively encourage the participation of parents/guardians in regular, two-way, meaningful communication that results in a shared responsibility for improved student learning outcomes and improved student well-being.

a. Activities will ensure that:

b. Staff will value and support the integral role parents/guardians play in their child's learning.

c. Education is a shared responsibility among educators, parents/guardians, and students.

d. Parents/guardians are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

e. Diversity is highly valued in San Juan and we will seek to engage all parents/guardians and will ensure that non-English speaking parents are included as valued partners in their children's education.

2. Involve parents/guardians of participating Title 1 students in the joint development of the Title I Local Educational Agency (LEA) Plan pursuant to 20 USC [6312](#) and the process of school review and improvement pursuant to 20 USC [6316](#) and 20 USC [6318](#). The Superintendent or designee(s) may:

a. Establish district level advisory groups to include at least one parent leader/liaison from each Title 1 school to invite input on the district's Local Educational Agency Plan. The LEA Plan will be reviewed and modified as needed and ideas for increased parent involvement will be explored.

b. Invite a broad cross section of parents and staff to give input on the following topics: an overview of the district's current parent involvement endeavors, a review of the legal guidelines for parent involvement, an overview of district adopted, research based parent involvement

model (Epstein Model), and finally a time for parents working in discussion groups to offer suggestions for the district's parent involvement policy.

c. Ensure that the final draft of the revised policy will then be submitted to the Board of Education for approval and, once approved, will be posted on the district website.

d. The district will actively seek the input of the parents/guardians of children served in Title I, Part A schools in decisions about how the one percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.

e. Carry out the Title I, Part A parental involvement requirements, and to the extent practicable, the district and its schools will provide full opportunities for the participation of parents/guardians with limited English proficiency, parents with disabilities, and parents of migratory children, as well as parents/guardians from underrepresented student groups, including providing information and school reports required under section 1111 of the Elementary and Secondary Education Act (ESEA) in an understandable and uniform format and, including alternative formats upon request, and to the extent practicable, in a language parents understand.

3. The district will provide coordination, technical assistance, and other support necessary to assist Title 1 schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. (20 USC [6318](#)) The Superintendent or designee(s) shall:

a. Ensure that Title 1 school staff, in partnership with parents, will develop parent/teacher/student learning compacts consistent with section 1118(d) of the ESEA.

b. Assist Title 1 parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title 1, and how to monitor a child's progress and work with educators to improve the achievement of their children.

c. Phase in Family Resource Centers or designated areas that provide materials and training to help parents/guardians work with their children to improve their children's academic achievement and to foster parent involvement.

d. Ensure that information related to school and parent/guardian programs, meetings and other activities is given to parents/guardians in a format and, to the extent practicable, in a language the parents/guardians can understand.

4. The San Juan Unified School District will take the following actions to involve parents/guardians in the process of school review and improvement under section 1116 of the ESEA. The Superintendent or designee(s) shall ensure that:

a. At least once each school year, staff will invite parents/guardians to a focused inquiry and conversation regarding annual state and district local assessment, the California High School

Exit Exam (CAHSEE), and curriculum embedded benchmark assessment results. Staff will share their analysis of the results and seek parent input on strategies to improve all student outcomes.

b. Together, staff and parents will discuss adjustments to the school's academic program which are deemed necessary in response to the data analysis. District staff will be available to assist schools in developing the content for this meeting.

c. All parents/guardians will receive a letter mailed to their home informing them of their child's assessment results on the annual state achievement test.

d. All schools will hold an annual school data meeting for parents/guardians. Attention will be given to presenting information in a manner which makes the information understandable and accessible. The meetings, when possible, will be planned in conjunction with school parents/guardians. Translators will be available for the meetings. Topics will include review of the school's Single Plan for Student Achievement, including disaggregated student achievement data, and goals, objectives, and actions currently in place to address student achievement gaps. Parents/guardians will be invited to share their view of the data and to offer suggestions for improved connections between home and school.

e. The district will offer School Site Council (SSC) training in the fall of each year to all schools. Training for Title 1 schools will include No Child Left Behind (NCLB) requirements. Administrators must ensure that all SSC members receive training on their role on SSC.

f. Principals will provide School Site Councils with their school's academic performance data each year. This data will serve as the basis for the Single Plan for Student Achievement (SPSA).

g. The district's English Learner Advisory Committee (DELAC) will meet regularly to discuss district issues and programs which impact English Language Learners (ELL). The committee will serve as a forum for parents/guardians of English Language Learners to give input into school and district programs and issues which affect English Language Learners.

5. Build the capacity of all schools and parents/guardians for strong parent involvement through assistance, materials, parent education, staff education, program coordination and other activities. (20 USC [6318](#)) The Superintendent or designee(s) shall:

a. Assist parents/guardians in understanding such topics as the state's academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title 1, and how to monitor a child's progress and work with educators to improve the achievement of their children.

b. Pursue research-based parent outreach activities that build parents'/guardians' ability to support learning and develop positive relationships with school staff. Programs such as the Parent Teacher Home Visit Project, Latino Family Literacy Project and other outreach programs will be implemented based on community needs and available resources.

c. In alignment with the district's Strategic Plan, adopt and implement a research-based parent involvement model that supports multiple methods of involvement and supports positive, two-way, home-school relationships.

d. Educate teachers, Pupil Personnel Services staff, principals and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools.

e. Ensure that information related to school and parent/guardian programs, meetings, and activities be sent to the parents/guardians of students in a format and, to the extent practicable, in a language the parents/guardians can understand.

f. Provide other such reasonable support for parent involvement activities as parents/guardians may request.

6. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with Head Start, other preschool programs, school based and online Family Resource Centers and other state or federally funded categorical programs that encourage and support parents/guardians to fully participate in their children's education.

a. Identify overlapping or similar program requirements.

b. Develop a cohesive, coordinated plan with common goals and expected student outcomes.

c. Eliminate overlap or gaps in services.

7. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society. (Education Code sections 11502 and 11504)
The Superintendent or designee(s) may:

a. Make available parent education workshops and implement programs that promote ongoing and effective, two-way communication and give parents/guardians strategies to use at home that positively impact student learning. Information for district initiated parent/guardian education workshops will be included on the district website.

b. Train Parent Liaisons to understand assessment results, Common Core State Standards, methods for monitoring student progress, and ways to work in collaboration with teachers, to allow them to take content of this training back to their respective parent/guardian communities.

c. Post the district wide Parent Involvement Policy on the district website.

d. Establish channels of communication that are multi-layered and far reaching. Multiple media sources such as auto-dialer calls, the district newsletter, and district and school level websites will be used to convey annual school progress toward district, state and federal goals.

e. Make available phone-based translation service to all school sites. Translators will be made available for school site needs, whenever possible.

8. The district will conduct bi-annual survey of the content and effectiveness of the parental involvement policy in improving the quality of its Title I, and non-Title 1 schools. (20 USC [6318](#)) The Superintendent or designee(s) shall:

a. Seek parent/guardian input on the survey and identify barriers to increase parents/guardians participation in parental involvement activities. Particular attention will be given to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of a racial or ethnic minority background.

b. Use the survey results to design strategies for more effective parent/guardian involvement and, if necessary, to recommend changes in the parent involvement policy. (20 USC [6318](#))

9. 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 communication mechanisms, and provide a copy to parents upon their request. (Education Code section 11503) The Superintendent or designee(s) may:

a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications.

b. Encourage schools to administer the survey at a time when parents/guardians are likely to respond and develop incentives for participation in the survey to gain a broad spectrum of feedback from the district's parent/guardian communities.

c. Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged.

10. At each school receiving Title 1 funds, a written policy on parent/guardian involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which Title 1 parents shall receive: (20 USC [6318](#))

a. An annual update of their school's state and federal program improvement status each year. The update will include information about parental/guardian rights to school choice beginning with year one of program improvement status and continuing on until the school has made the benchmark proficiencies required by the NCLB legislation for two consecutive years. Beginning with year two of program improvement status, Title 1 parents/guardians will be advised that their child may be eligible for supplemental educational service and that the eligibility will continue on until the school has accomplished two consecutive years of making the benchmark proficiencies stipulated by NCLB legislation. Additionally, parents/guardians will be informed and encouraged to participate in the development of state and federal action plans which address their school's academic program needs.

b. Information on designated activities for a parent/guardian liaisons to assist the Principal with increasing two-way home and school communication, opportunities for parents and community members to volunteer at the school and increase staff capacity to engage parents/guardians to support learning at home.

11. Involve parents/guardians in the activities of schools served by Title I (20 USC [6318](#)).

a. To the extent possible translation services or other accommodations will be provided.

b. To the extent possible school and district activities will be posted in the district's communication channels.

c. Parents participating in the Superintendent's Advisory Council (SPAC), parent advisory committee (PAC), District English Language Advisory Committee (DELAC), Community Advisory Council (CAC), Local Control Accountability Plan (LCAP) Committee, and any other parent/guardian groups will have opportunities to provide input regarding their expectations and concerns for their students.

d. The Parent Involvement Board Policy and Administrative Regulations containing parent/guardian involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs through the district's website, and any other way practicable.

12. The district may implement the following discretionary activities listed under section 1118(e) of the ESEA:

a. Involve parents/guardians in the development of trainings/workshops and enable parents/guardians to participate in school-related meetings and training sessions.

b. Train parents/guardians to enhance the involvement of other parents/guardians.

c. Adopt and implement model approaches to improving parental/guardian involvement.

d. Continue the district wide Superintendent's Parent Advisory Council (SPAC) for parent/guardian leaders from all schools to learn about district initiatives and as a venue for parents/guardians to provide feedback on all matters related to district wide parental involvement programs.

School-Level Policies for Title I Schools

At each school receiving Title I funds, a written policy on parent/guardian involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will: (20 USC [6318](#))

1. Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform

parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved.

2. Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement.

3. Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for school wide programs pursuant to 20 USC [6314](#).

The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.

4. Provide the parents/guardians of participating students all of the following:

a. Timely information about Title I programs.

b. A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

c. If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians.

5. If the school wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district.

6. Jointly develop with the parents/guardians of participating students a school-parent/guardian compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards.

The school-parent/guardian compact shall address:

a. The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards.

b. Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time.

c. The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:

(1) Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement.

(2) Frequent reports to parents/guardians on their children's progress.

(3) Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities.

7. Build the capacity of the school and parents/guardians for strong parent/guardian involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above.

8. To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, parents/guardians from underrepresented student groups, including providing information and school reports required under 20 USC [6311](#)(h) in a format and language such parents/guardians can understand.

If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements. (20 USC [6318](#))

Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand. (20 USC [6318](#))

The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school. (20 USC [6318](#))

District Strategies for Non-Title I Schools

For each school that does not receive federal Title I funds, the Superintendent or designee(s) shall, at a minimum:

1. Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.

2. The Superintendent or designee(s) may:

- a. Continue the district wide Superintendent's Parent Advisory Council (SPAC) for parent leaders from all schools to learn about district initiatives and as a venue for parents/guardians to provide feedback on all matters related to district wide parental/guardian involvement programs
- b. Involve parents/guardians in the development of trainings and enable parents/guardians to participate in school-related meetings and training sessions
- c. Train parents/guardians to enhance the involvement of other parents/guardians and build capacity at school sites
- d. Adopt and implement model approaches to improving parental/guardian involvement such as Joyce Epstein's framework and/or the Flamboyant model
- e. Partner with community based and provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and enhance their ability to support their student's education.
- f. Provide information, in parent handbooks, website, and social media and through other appropriate means, regarding academic expectations and resources to assist with the subject matter.
- g. Provide parents/guardians with information about student's class assignments and homework assignments.

3. Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home. (Education Code sections 11502, 11504) The Superintendent or designee(s) may:

- a. Make available parent education workshops and implement programs that promote ongoing and effective, two-way communication and give parents/guardians strategies to create an effective study environment at home and to encourage good study habits. Information for district initiated parent education workshops will be included on the district website and social media.
- b. Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing
- c. Encourage parents/guardians to volunteer in their student's classroom and to participate in school advisory committees such the SSC, ELAC, SPAC, DELAC, CAC, LCAP, or PAC.

4. Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities. (Education Code sections 11502, 11504) The Superintendent or designee(s) may:

a. Establish channels of communication that are multi-layered. Multiple media sources such as auto-dialer calls, the district newsletter, social media, and district and school level websites will be used to create two-way communication between the school, district and parents.

b. Translators will be made available for school site needs, whenever possible. Phone-based translation service will be made available to all school sites.

c. Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students.

d. Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom and/or school.

e. Provide timely information about parent involvement opportunities through district, school, and/or class newsletters, the school and/or district's web site, and other written or electronic communications.

f. To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand.

g. Utilize the existing mechanisms to encourage parent/guardian input on district and school issues.

h. Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of a racial or ethnic minority background and develop ways to remove those barriers.

i. Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, and/or child care.

5. Train teachers and administrators to communicate effectively with parents/guardians (Education Code sections 11502, 11504) The Superintendent or designee(s) may:

a. Educate teachers, Pupil Personnel Services staff, principals and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions and in how to reach out to, communicate with, and work with parents/guardians as equal partners, implement and coordinate parent/guardian programs, and build ties between parents/guardians and the schools

b. Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy

6. Integrate parent involvement programs into school plans for academic accountability. The Superintendent or designee(s) may:

a. Include parent involvement strategies as part of the Strategic Plan process.

b. Involve parents/guardians in school SPSA planning processes.

(cf. [0420](#) - School, Site Councils)

(cf. [1220](#) - Citizen Advisory Committees)

(cf. [1230](#) - School-Connected Organizations)

(cf. [1240](#) - Volunteer Assistance)

(cf. [4131](#) - Staff Development)

(cf. [4231](#) - Staff Development)

(cf. 4331 - Staff Development)

(cf. [5113](#) - Absences and Excuses)

(cf. [5121](#) - Examination/Grading/Rating)

(cf. [5123](#) - Promotion/Acceleration/Retention)

(cf. [5145.6](#) - Parental Notifications)

(cf. [6011](#) - Academic Content Standards)

(cf. [6145](#) - Extracurricular and /Co-curricular Activities)

(cf. [6154](#) - Homework/Makeup Work)

(cf. [6162.5](#) - Research/Standardized Testing Student Assessment)

(cf. [6162.51](#) - Standardized Testing and Reporting Program)

(cf. [6162.52](#) - High School Exit Examination)

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