



Title I, Part A District-Level Parent and Family Engagement Policy

Update May 2021

This Parent and Family Engagement Policy (Policy) describes the means for carrying out designated Title I, Part A, parent and family engagement requirements pursuant to the Every Student Succeeds Act (ESSA) Section 1116(a).

The Fallbrook Union Elementary School District is committed to building and maintaining positive relationships with our parents, families, and community. The local governing board has adopted and implements a parent and family engagement policy. This district level policy acts as a guide for the development of all site-specific parent and family engagement policies.

Fallbrook Union Elementary (FUESD) written policy is reviewed annually, allowing parent and community input, and then shared with families, school sites, and various school input committees. Input is gathered through our Annual Needs Assessment, discussion forums, district parent input committees, such as Parent Advisory Committees (Preschool/Migrant) and DAC/DELAC (District English Learner Advisory Committee) (ESSA sections 1116[a][2][A], and 1116[a][2][F]). Additionally, site parent advisory committee, such as School Site Council and English Learner Advisory Committee, review the district-level plan as they develop and review their site plans. If there is a need to develop school improvement plans, parents and family members will be involved in the development of this plan through the input process described above (ESSA Section 1116[a][2][A]).

Schools Participating in Title I, Part A Funded Programs (School Wide & Targeted Programs)

FUESD shall incorporate the parent and family engagement policy into all district plans, and ensure that it address the district board policy (BP 6020) on parent and family engagement. In the FUESD Blueprint 3.0 for Student Success, the LCAP and the LEA Federal LCAP Addendum there are goals that address improving family and community engagement. These goals include actions, services, and expenditures addressing family engagement, including meaningful participation, building leadership capacity among all participating schools, and implementing effective parent and family involvement activities to improve academic achievement and school performance. The actions also include meaningful consultation with employers, business leaders and philanthropic non-profit organizations or individuals with expertise in engaging parents, family, and community members in education (ESSA Section 1116 [a][2][B]).

FUESD coordinates and integrate Title I, Part A parent and family engagement strategies with parent and family strategies, to the extent feasible and appropriate, with other federal, state, and local laws. FUESD ensures that Parent and family engagement is address in our District Blueprint, LCAP Plan and LEA LCAP Federal Addendum. School site Single Plans also align to support parent and family engagement activities. FUESD works to include and coordinate offers with programs including, State Preschool, the Migrant Education program, and Special Education to maximize our ability to service families (ESSA sections 1116[a][2][C], and 1116[e][4]). In addition, the District provides coordination,

technical assistance, and other support to assist schools in planning and implementing effective parent and family engagement activities. When parents need technical assistance various departments within the district office are available to support, and the district holds public DELAC (District English Learner Advisory Committee) and DAC (district Advisory Committee) meetings both district advisory level parent committees made up of staff and two parent representatives from each school site. This forum allows for providing support to assist schools in planning and implementing effective parent and family engagement activities, shared discussions, input, and opportunities for consultation with employers, business leaders, philanthropic organizations, experts, or individuals (ESSA Section 1116[a][3][A]).

FUESD conducts, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent engagement policy in improving the academic quality of the schools served, including identifying the following:

- *Challenges 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).* (20 U.S.C.6318[a][2][D][i]). The District annually gathers input and feedback from stakeholders through the LCAP Parent and Community Input Sessions, our District Annual Needs Assessment, an online LCAP Survey, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Challenges are identified through this process and actions/services are designed to address the needs identified, such as holding meetings at varied times, or central site locations, providing child care, and ensuring information is provided in a language and a format that supports understanding by parents, families and community members (ESSA sections 1116[a][2][D], and 1116[a][2][E]).
- *The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers.* The District offers workshops and provides information to support families with strategies and opportunities to engage with the schools. Strategies include questions to ask during parent-student-teacher conferences, how to contact their child's teacher, how to access and use various modes of communication used by the district and schools, how to access student digital learning programs offered by the district at home or at the public library, and assistance with completing school forms (ESSA Section 1116[a][2][D][ii]).
- *Strategies to support successful school and family interactions.* Each school develops a site parent and family engagement plan and school-parent-student compact aligned with the district policy that considered parent input and meets the needs of their families. Schools host "family nights" that provide information, support, and access to teachers and administrators. These "nights" include topics designed to meet the areas of need requested by parents or identified through student data, such as math or literacy (academic), social emotional needs, digital citizenship and cyber security, and information on programs. The compact describes how families, the student, the school, and the school district share the responsibility for improving student achievement and address how they all parties will collaborate to assist students in achieving the state academic standards as they continue on the path of career and college readiness (ESSA Section 1116[a][2][D][iii]). In addition, the District ensures all schools have active School Site Councils, schools with 30 or more English learners have an English

Learner Advisory Committee, other parent-community partnerships, such as PTSA or PTA, and goals focused on parent and community partnerships.

Allocation of Title I, Part A Funds

FUESD reserves a minimum of 1% of the Title I, Part A funds in each school budget annual, as well as the centralized district funding to ensure financial support for parent and family engagement opportunities each year (ESSA Section 1116[a][3][A]). Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum. District level staff are also in place to support family engagement at both a district level and at the site level.

To ensure parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds are allotted, each school designates a parent or family members to serve on the District Advisory Committee and a parent or family member to serve on the District English Learner Advisory Committee totaling two parent representatives for each school site. This committee annually reviews input gathered from stakeholders about parent and family engagement activities. This information is used to update the LCAP and the LCAP Federal Addendum, including the actions and services for family engagement (ESSA Section 1116[a][3][B]).

Not less than 90 percent of the funds reserved shall be distributed to schools served with priority given to high-need schools. The Title I, Part A funds are allocated to schools based on a per-pupil allocation formula. Schools are ranked based on poverty level (ESSA Section 1116[a][3][C]).

Funds reserved by the district for family engagement activities are used to support the activities and strategies addressed in this policy, as well as the LCAP Federal Addendum. Annually, the DELAC/DAC make parent and family engagement topic recommendations, which are shared with all sites and are incorporated into two district wide engagement events. District level staff from state and federal programs provide support to school, and information, resources, and professional learning across sites focused on engaging families, as well as participate in community events and connect parents and families to resources by organizing activities, workshops, and meetings to engage families.

In addition, FUESD provides parents and families with workshops, informational meetings, and provides school's with parent outreach topic information for meeting agenda items focused on understanding the state academic standards, state and local academic assessments, and Title I, Part A requirements, how to monitor their child's progress, and how to work with educators to help all students succeed (ESSA Section 1116[e][1]).

FUESD provides materials and training to help parents and families work with their children to improve their achievement, such as early childhood intervention and literary training one Friday a month at our district Preschool center, works with the local library to provide family literacy project training and two times annually focuses on using technology (ESSA Section 1116[e][2]).

FUESD will educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents and families, in the value and utility of contributions of parents and families, and reach out to, communicate with, and work with parents and families as equal partners, implementing and coordinating parent and family programs to build ties between parents and families, and the school. FUESD will provide professional development to staff focused on parent and family engagement through staff meetings, new teacher trainings, conferences, and other accessible venues (ESSA Section 1116[e][3]).

FUESD coordinates and integrates parent and family involvement programs with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent and family resource centers that encourage and support parents and families in more fully participating in the education of their children whenever possible, such as, CSPP program hosts monthly parent education days, and EL and Migrant programs co-host Spanish a parent education series annually (ESSA Section 1116[e][4]).

Communication and Publication of Parent and Family Engagement

To ensure that information related to school and parent programs, meetings, and other activities are sent to the parents of participating children in a format, and to the extent practicable, in a language the parents and families can understand, FUESD uses a variety of communications. Written communication is translated and sent home in both English and Spanish through digital and paper communication. All calls voice messages are sent home both languages and school marques are also used to publicly display upcoming activities (ESSA Section 1116[e][5]).

To ensure parent engagement and involvement FUESD provides reasonable support for parental involvement activities, such as varied activity times, centrally located activity locations, child care, and language and literacy supports (ESSA Section 1116[e][14]).

FUESD makes the parent and family engagement policy available on the district public website, it is included in the annual notice to parents, is digitally distributed through the districts home communication system, and has made paper copies available in all school site offices. The policy is also shared and explained at the annual ESSA Title I Parent informational meeting (ESSA Section 1116[f]).

This Policy is reviewed annually and updated periodically to ensure alignment with Board Policy 6020 and Administrative Regulation adopted by the Fallbrook Union Elementary School District on May 17, 2021 and the Parent and Family Engagement Policy will be in effect for the period of one year.

FUESD will distribute this Policy annually to all parents and families through the annual notification, at the school site Title Parent Meeting, sent home via the district digital flyer communication system, and is posted on the district's website. In addition, a printed copy is available in the school offices. This Policy will be available to all participating families in the Title I, Part A Program on, or before November 1st.

Signature of Authorized Official

May 18, 2021

Date