

## **Conejo Valley Unified School District Title I, Part A District Parent and Family Engagement Plan**

### **1a. How will parents/guardians and family members be involved in the joint development of this Plan? (ESSA sections 1116[a][2][A])**

- CVUSD develops the District Parent and Family Engagement Plan with a Task Force composed of parent representatives from each district and site Advisory Council, Title I Principals, district administration, and outreach personnel. In addition, the District English Learner Advisory Council (DELAC), Special Education District Advisory Council (SEDAC) and Gifted and Talented Education District Advisory Council (GATE DAC) will annually review the Plan.
- CVUSD distributes the Parent and Family Engagement Plan to parents and family members of children served under Title I, Part A through annual Title I meetings, School Site Council (SSC) meetings, site newsletters, student-family handbooks, and posting on the District and site websites.
- Parents also have an opportunity for public comment prior to the CVUSD School Board approval of the Plan.

### **1b. How will parents and family members be involved in developing school improvement plans? (ESSA Section 1116[a][2][A])**

- CVUSD's Title I school sites provide parents with the opportunity to provide input into the development of the School Plans for Student Achievement (SPSA) during School Site Council meetings. In addition, during the months of November and December, Title I site parent family engagement policies and school-parent compacts are reviewed and open for input from parents and other stakeholders during SSC meetings and site Parent and Family Title I Information meetings. During the Fall of each year, School Site Councils also provide guidance on the development of a parent family engagement goal for the School Plan for Student Achievement. This goal will include metrics for measuring parent family engagement at each site. The District Parent Family Engagement Plan will be reviewed and distributed annually at each site's SSC meeting.
- CVUSD's Local Control Accountability Plan (LCAP) Goal 3 involves, providing communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes. This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum.
- CVUSD annually surveys parents and family members to gather feedback about what is working and areas for improvement for the District LCAP. Stakeholder feedback is also gathered at school meetings, District Advisory Council (DAC) meetings, School Site Council (SSC) meetings, and through other means. The information gathered is used to revise the District's LCAP, the LCAP Federal Addendum, and the sites' SPSAs.

**1c. How will the LEA ensure that the Parent and Family Engagement Plan is in a format and language that is easy for the parents and families to understand? (ESSA Section 1116[f])**

- Copies of the working drafts of the plan are in an understandable and uniform format, and Spanish translations are available. Translations in other languages are available as needed.

**2. How does the Local Educational Agency (LEA) provide 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? Does this 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])**

- District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. Activities include parent information nights, workshops and family events. Activities for each site are described in the school's Parent and Family Engagement Policy, school-parent compact, and are included in each site's School Plan for Student Achievement (SPSA).
- District personnel, including the Director of Elementary Education, Title I Social Worker, and Outreach Specialist are available to serve as liaisons to Title I schools to provide support with parent family engagement. This support includes working collaboratively to provide professional learning opportunities as well as sharing best practices and resources between schools. Site principals work closely with their outreach assistant to provide guidance, support, and direction based on their school goals.
- Expectations for parent outreach and engagement are included in outreach assistant & outreach specialist job descriptions. These roles and responsibilities are reviewed during outreach and Title I meetings.
- Title I funds are used to pay necessary expenses for child-care costs to enable parents/guardians to participate in school-related meetings and training sessions.
- School meetings, including virtual and face to face meetings, are arranged at a variety of times to maximize parent/guardian involvement and participation.
- Training is provided to the District Advisory Council and School Site Councils on how to fulfill their role and function.
- Opportunities for parent and family engagement are provided on site and district websites, in newsletters, and flyers.
- Translation services are provided at parent meetings and workshops.
- The seven Title I elementary schools work with community services, school-based programs, and other programs in schools, when feasible, to improve student achievement, promote parental involvement, promote family literacy, and provide opportunities for smooth transition to school.
- School sites partner with community organizations, including the Thousand Oaks Library, Harbor House, Safe Passages with the Thousand Oaks Police Department, Conejo

Recreation and Park District (CRPD), YMCA, and the Boys and Girls Club. These are examples of some of the partnerships that are available to support the site instructional program and would be outlined in site School Plans for Student Achievement (SPSA).

- The Outreach Assistants, Title I Social Worker, school counselors, administrators, and Parent Teacher Associations (PTA) and Parent Faculty Associations (PFA) at each school site support in planning and implementing effective and inclusive parent involvement activities.

**2a. How will LEAs provide assistance to parents/guardians and families in understanding such topics as the challenging state academic content standards and academic achievement standards, state and local academic assessments, the requirements of Title I, Part A, how to monitor their child's progress, and how to work with educators to help all students succeed? (ESSA Section 1116[e][1])**

CVUSD provides assistance to parents/guardians through the following means:

- Site school-wide Title I Informational Meetings are held at the beginning of each school year
- Parent/Teacher conferences
- School Site Council (SSC) and English Learner Advisory Council (ELAC) meetings
- Back to School Night and Open House
- Student Study Team, Individualized Education Plan, or 504 meetings
- Parent informational meeting or trainings in IEP's and 504's (terms, programs, structure of IEP, processes)
- Project to Inspire- module on Standards and Assessment
- Q Parent Portal
- Distributing California Common Core State Standards (CCSS) document (TK-5) to parents at the first Title I Meeting, Back to School Night, Parent Conferences, ELAC/DELAC, and posted on CVUSD website
- Parent workshops on the Common Core Standards

**2b. How will LEAs provide materials and training such as literacy training and using technology to help parents and families work with their children to improve their achievement? (ESSA Section 1116[e][2])**

CVUSD provides parents/guardians with materials and training in the following ways:

- English Language Development classes are offered through Adult Education.
- Spanish literacy development opportunities are offered for adults and students.
- Q Parent Portal training
- Parent training is provided at school sites on internet safety and digital citizenship.
- Parent training is provided at school sites on how to use Canvas, Zoom, Go Math Academy, Connect Ed, Moby Max, and other learning software options with home/mobile access.

- The Title I parent conference is offered annually on a Saturday for parents and families to connect and engage in ways to support their child's educational success. This year's program is being offered online via Zoom. Topics are designed around academic areas such as literacy, science, and math.
- Parent workshops are provided on topics such as math, reading comprehension, nutrition, and technology.
- Volunteer training is offered to assist parents with being involved at the school sites.
- Parenting skills education workshops are offered in areas such as child development, managing discipline, cultural awareness, self-esteem, empathy, compassion, family literacy book projects.
- Sites have ELAC, SEDAC, and GATE DAC meetings where requests for specific parent training can be identified.

**2c. How will LEAs educate teachers, instructional support staff, principals, and other school leaders and staff, with the assistance of parents/guardians and families, in the value and utility of contributions of parents/guardians and families, in how to reach out to, communicate with, and work with parents/guardians and families as equal partners, implementing and coordinating parent/guardian and family programs to build ties between parents and families, and the school? (ESSA Section 1116[e][3])**

This is accomplished through professional learning opportunities such as:

- **Title I School Site Staff Meetings** - Title I principals provide professional learning for teachers in areas such as understanding poverty, cultural assets of families, and effective communication practices.
- **District Title I Principal Meetings** - The Director of Elementary Education provides training and guidance to Title I elementary principals, developing capacity around parent outreach. The Coordinator of EL Services provides additional support and training.
- **Equity Training** - The Assistant Superintendent of Student Services provides ongoing training to principals in equity practices and understanding bias'.
- **Outreach Assistant Meetings** - Our Outreach Specialist provides professional development opportunities on a weekly basis. During these meetings, the team discusses effective two-way communication strategies, how to establish a welcoming and inviting environment, technology workshops, updates on community resources, how to guide parents to seek mental health support/resources, and community-building.
- **English Learner Advisory Committee (ELAC)** - Principals provide parents guidance and information that will benefit the overall achievement of English Learners.
- **ELD Advisor** - Coordinator of EL Services collaborates with principals to provide professional development to EL Advisors on English Learner pedagogy.

**2d. How will LEAs coordinate and integrate parent/guardian and family involvement programs and activities with other federal, state and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that**

**encourage and support parents/guardians in fully participating in their children's education (ESSA sections 1116[a][2][C], and 1116[e][4])?**

This coordination and integration is accomplished through the following:

- Parent and family engagement activities for all programs, including State Preschool, English Learners, and Special Education are coordinated with those offered through Title I.
- Kinder readiness camps are provided at several Title I school sites (Conejo, Walnut and Ladera STARS Academy).
- Adult Education partners with Title I Outreach, and Adult Ed. teachers provide parent classes in English Language Development.
- District and site representatives from other programs support in identifying specific population needs.
- Joint meetings are scheduled with representatives from related programs (i.e. PTA RoundTable).

**2e. How will LEAs ensure that information related to school and parent/guardian programs, meetings, and other activities are sent to the parents/guardians of participating students in a format, and to the extent practicable, in a language the parents and families can understand? (ESSA Section 1116[e][5])**

- CVUSD ensures that information related to school and parent/guardian programs, meetings, and other activities is sent to the parents/guardians of participating students in a format and, to the extent practicable, in a language the parents/guardians can understand.
- A translator is also available for parent meetings and conferences as needed. **(ESSA Section 1116[e][5])**

**2f. How will LEAs provide such other reasonable support for parent/guardian involvement activities as parent/guardians may request under this section? (ESSA Section 1116[e][14])**

- Annual parent surveys are used to gather information about the wants and needs of parents through the English Learner Needs Assessment and CVUSD LCAP Survey, and Parent Family Engagement Survey.
- ELAC meetings may include guest speakers related to specific parent requests/needs (i.e. social-emotional learning and leadership).

**3. How will LEAs coordinate and integrate Title I parent and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, local laws, and programs and ensure consistency with federal, state, and local laws? (ESSA sections 1116[a][2][C], and 1116[e][4])**

- CVUSD coordinates parent and family engagement strategies across CVUSD programs through the ongoing collaboration between Instructional Services, Student Support Services, and State Preschool programs.

**4. How will LEAs conduct, with meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this Policy on improving academic quality of all schools served under Title I, Part A, and use the findings to design evidence-based strategies (ESSA sections 1116[a][2][D], and 1116[a][2][E])?**

- In the spring of each year, School Site Councils at Title I school sites and the Parent Family Engagement Task Force will evaluate the effectiveness and appropriateness of the District Parent and Family Engagement Plan. [Parent and Family Engagement Surveys](#) are sent home to all parents and/or posted on the school and district websites. The results of the surveys are used to update the CVUSD Parent Family Engagement Plan and they are shared with all stakeholders.
- As part of the review process, CVUSD regularly implements and refines strategies that support successful school and family interactions.
- Each Title I school site will create a specific goal within their SPSAs that will identify measurements for parent family engagement efforts and this goal will be monitored by SSC. In addition, the CVUSD LCAP Goal 3 relates to parent family engagement which involves providing communication and targeted outreach that informs the community of programs & opportunities that support positive student outcomes. This goal will continue to be monitored through the District LCAP.
- CVUSD notifies parents/guardians of this review process and the completion of the Parent and Family Engagement Survey through Connect Ed messages, site websites, and email. A paper copy of the [Parent and Family Engagement Survey](#) is provided to parents upon their request. **(Ed Code 11503)**

**4a. What are the barriers to greater participation by parents in activities authorized by ESSA Section 1116, with particular attention to parents and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background? (ESSA Section 1116[a][2][D][i])**

Within our Title I schools, we have identified the following overarching barriers that can potentially affect the engagement and participation:

- Parents experiencing transportation challenges that may affect their ability to access or attend school events.
- Parents' varied schooling experiences impact their participation and understanding of the school system.
- Parents may also experience barriers related to the use and access of technology
- Parents may experience economic barriers that may also impact their access to health care & shelter.

School administration, outreach assistants, and teachers will support parents and families in helping overcome any potential barriers that may exist.

**4b. What are the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers?**

**(ESSA Section 1116[a][2][D][ii])**

- As part of the review process, CVUSD will use a [Parent and Family Engagement Survey](#) and the annual LCAP Survey to determine the needs of parents and family members so that they may assist with the learning of their children, including engaging with school personnel and teachers. Results of the survey will be shared with each site to inform site-specific parent family engagement needs. **(ESSA Section 1116[a][2][D][ii])**

**4c. What are the strategies used to support successful school and family interactions?**

**(ESSA Section 1116[a][2][D][iii])**

- Each Title I school site collaboratively develops a Parent and Family Engagement Policy, as well as a School-Parent Compact, and tailors parent and family engagement opportunities to meet the needs of their families, which may include hosting virtual and in-person family information nights, school tours, math and literacy nights, parent training in digital resources and platforms, information meetings or webinars, and other opportunities for families to engage with the staff.
- The School-Parent Compact describes how families and school staff share the responsibility for improving student achievement.
- In addition, actions and strategies for parent and family engagement are identified in each site's SPSA.

**5. How will CVUSD use findings of the evaluation conducted to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy? (ESSA Section 1116[a][2][E])**

- The following evidence based practices adapted from the California Department of Education. (2017). [Family Engagement Toolkit: Continuous Improvement Through an Equity Lens](#) and the U.S. Department of Education (2013). [Partners in Education: A Dual Capacity-Building Framework for Family-School Partnerships](#) will be used to guide the work of parent family engagement and will be measured as part of the annual evaluation:
  - **Linked to Learning** - activities are aligned with school and district achievement goals and connect families to the teaching and learning goals for the students. Sites provide families with activities to support at home learning.
  - **Relational** - sites focus on building respectful and trusting relationships between home and school.
  - **Developmental** - activities focus on building the intellectual, social, and human capital of stakeholders engaged in the program. This involves capacity building for families and educators.

- **Collective/Collaborative** - activities are conducted in group rather than individual settings and focus on building learning communities and networks.
  - **Communication** - sites build two-way communication between families and the school.
  - **Culturally Responsive** - sites are culturally responsive to diverse families and use an assets based approach to understanding families.
  - **Interactive** - participants are given opportunities to test out and apply new skills.
- CVUSD will use the findings of the [Parent Family Engagement Survey](#) and any parent feedback tools to implement the evidence-based strategies for more effective parent/guardian and family involvement. CVUSD will use the findings to make any recommended revisions to the District Parent Family Engagement Plan. **(ESSA Section 1116[a][2][E])**

**6. How will CVUSD involve parents and families in the activities of schools served by Title I Part A to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent and family engagement plan? (ESSA Section 1116[a][2][F])**

- Each Title I school site will have a parent representative from a district or site advisory council participate in a Parent and Family Engagement Task Force to review the results of the annual needs assessments, surveys, and input from site SSC and ELAC meetings. The Task Force uses this information to develop, revise, and review the District Parent and Family Engagement Plan and provide additional guidance to sites on implementation of evidence-based strategies.
- CVUSD includes Title I school activities in district communications to parents/guardians and family members.
- CVUSD assists schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members.

**How will LEAs reserve 1 percent of Title I, Part A funds to carry out parent and family engagement requirements? (ESSA Section 1116[a][3][A])**

- At least one percent of CVUSD's Title I allocation is used to support district-wide family engagement personnel and activities, including a Parent Outreach Specialist, Outreach Assistants, a Title I social worker, the annual Parent Engagement Conference, and interpretation services. CVUSD allots \$312,000 towards parent family engagement, which is approximately 19.3% of the total allocation of Title I funds.

**How will LEAs allot funds for parent and family engagement (ESSA Section 1116[a][3][B])?**

- Funds reserved by the District for family engagement activities are used to support the activities and strategies addressed in this Plan. Funds are also used to provide parent resources and events in their primary language.



- Families are involved in decisions about how Title I funds are used through the annual LCAP survey. Each Title I school site, in collaboration with their School Site Council, also develops a site Parent and Family Engagement Policy to address their site and family needs.

**How will LEAs distribute 90 percent of the 1 percent reserve to schools (ESSA Section 1116[a][3][C])?**

- The District distributes 90% of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on their student count for students who qualify for the National School Lunch Program.

This Plan was adopted by the Conejo Valley Unified School District on February 16, 2021 and will be in effect for the period of February 2021 through February 2022.

The LEA will distribute this Plan to all parents and families of students participating in the Title I, Part A program after: February 17, 2021.

Approved Feb 16, 2021

Adapted from California Department of Education Form

**Additional Resources:**

[Parent Family Engagement FAQ](#)

[Parent Family Engagement Survey](#)