

Rocklin Unified School District

SPRING VIEW MIDDLE SCHOOL



Title I - District Parent and Family Engagement Policy

The Rocklin Unified School District is committed to engaging with our families in productive ways to positively impact students. We believe parent and family engagement promotes and supports the social, physical, academic and occupational growth of students. This Parent and Family Engagement 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).

Rocklin Unified School District has developed a written Title I parent and family engagement policy with input from parents and family members of participating children (ESSA sections 1116[a][2][A], and 1116[a][2][F]).

Input is gathered through parent/guardian surveys, LCAP Community Forums, and reviewed with the Title I District Advisory Committee, District English Learner Advisory Committee, and Title 1 school site councils.

The District distributes the policy to parents and family members of children served under Title I, Part A through the yearly Aeries data confirmation and website postings.

To involve parents and family members in the Title I program, Rocklin Unified School District has established the following practices:

1. The LEA will incorporate the parent and family engagement policy into the district's plan (ESSA Section 1116[a][2][A]).

RUSD maintains a goal (Goal 4) about ensuring vital engagement with stakeholders in the District's Strategic Plan. Actions and strategies are also included in the LCAP Federal Addendum.

2. The LEA will involve parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement (ESSA sections 1116[a][2][D], and 1116[a][2][E]).

RUSD annually conducts presentations at all school site council meetings and surveys parents and family members to gather feedback about what is working and areas of improvement around the LCAP as well as school goals and actions. Stakeholder feedback is also gathered at school meetings, district and school

advisory committee meetings. The information gathered is used to revise the district's LCAP, Strategic Plan, and site School Plans for Student Achievement (SPSA).

3. The LEA will provide coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the District in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance (ESSA Section 1116 [a][2][B]).

RUSD district staff work collaboratively with site administrators to plan and implement parent and family engagement activities. Site principals collaborate together to plan and coordinate activities and best practices. Activities include Coffee with the Principal, Literacy/Math nights, parent information nights and workshops and family events. Activities for each site are included in the School Plan for Student Achievement and discussed at School Site Council meetings and the annual Title I Meeting.

4. The LEA will coordinate and integrate Title I, Part A parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs (ESSA sections 1116[a][2][C], and 1116[e][4]).

Parent and family engagement activities for programs, including Gifted and Talented Education, English Learners and Special Education are coordinated with those offered through Title 1, Part A.

5. The LEA will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of the schools served, including identifying the following (ESSA sections 1116[a][2][D], and 1116[a][2][E]):
 - a. 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 (ESSA Section 1116[a][2][D][i]).

RUSD annually gathers input and feedback from stakeholders through the LCAP school site council presentations, LCAP parent surveys, as well as site and district advisory committees to evaluate the effectiveness of the

parent and family engagement policy. Barriers are identified through this process and actions put into place to address the needs of families.

- b. 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]).

Workshops are offered, and information is provided to families to support them with strategies to engage with the school. Strategies include, but are not limited to, questions to ask during parent conferences, how to contact their child's teacher, and assistance with completing school forms.

- c. Strategies to support successful school and family interactions (ESSA Section 1116[a][2][D][iii]).

Each school develops a site parent and family engagement policy and school parent compact designed to meet the needs of their families. Schools host family information nights, such as Math or Literacy Nights, informal meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students achieve the state academic standards

6. RUSD uses the findings of such evaluation in subparagraph five (5) 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][D][iii]).

The results of the evaluation from the sites are used to design evidenced-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

Rocklin Unified School District has established the following practices in the allocation of Title I, Part A Funds:

1. Districts receiving more than \$500,000 in Title I, Part A funds reserves at least one percent of its allocation to carry out parent and family engagement activities (ESSA Section 1116[a][3][A]).

The District reserves at least one percent of the Title I, Part A allocation to support district-wide family engagement activities. Family engagement activities are included in the District's LCAP, Strategic Plan, LCAP Federal Addendum.

2. Parents and family members of children receiving Title I, Part A services are involved in the decisions regarding how funds reserved are allotted for parental involvement activities (ESSA Section 1116[a][3][B]).

Each school has a School Site Council and also designates a parent to serve on the District Title I Advisory Committee. The committees review input gathered from stakeholders about family engagement activities. This information is used to annually update School Plans for Student Achievement and the LCAP, including actions and services for family engagement.

3. Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools (ESSA Section 1116[a][3][C]).

RUSD distributes at least 90 percent of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on poverty level percentage.

4. Funds reserved by an LEA are used to carry out activities and strategies consistent with the LEA's parent and family engagement policy, including not less than one of the following: (ESSA Section 1116[a][3][D])

- a. Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (ESSA Section 1116[a][3][D][i])
- b. Supporting programs that reach parents and family members at home, in the community, and at school. (ESSA Section 1116[a][3][D][ii])
- c. Disseminating information on best practices focused on parent and family engagement, especially best practices for increasing the engagement of economically disadvantaged parents and family members. (ESSA Section 1116[a][3][D][iii])
- d. Collaborating, or providing subgrants to schools to enable such schools to collaborate, with community-based or other organizations or employers with a record of success in improving and increasing parent and family engagement. (ESSA Section 1116[a][3][D][iv])
- e. Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with the parent and family engagement policy. (ESSA Section 1116[a][3][D][v])

RUSD addresses 4(e) by using funds reserved by the District for family engagement activities in support of the activities and strategies addressed in this policy. Funds are also used to provide information regarding students' education and parent resources in students' home languages.

In order to ensure effective involvement of parents and to support a partnership among the schools involved, parents, and the community to improve student academic achievement, Rocklin Unified School District's policy on parent and family engagement for all schools (including Title I and non-Title I) in the district shall be consistent with the goals and purposes listed below:

1. Provide assistance to parents and families in understanding the state academic standards, state and local academic assessments, 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]).

All schools develop site parent and family engagement policies/plans to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home.

Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the website and materials are sent home.

2. Provide materials and training to help parents and families work with their children to improve their achievement, such as literary training and using technology (ESSA Section 1116[e][2]).

Information and resources are provided to parents on strategies to assist their children's learning at home through parent meetings and family nights. Parent and family education are communicated through social media as well as posted on our district website.

3. 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 (ESSA Section 1116[e][3]).

District leadership provides resources and information to teachers and administrators for effectively communicating with families. Each school communicates to families on a regular basis to share information and resources on ways to support their students' education. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services.

4. Coordinate and integrate parent and family involvement programs with other federal, state, and local programs, and conduct other activities, that encourage and support parents and families in more fully participating in the education of their children (ESSA Section 1116[e][4]).

Each site annually develops a School Plan for Student Achievement which include goals, actions, strategies and expenditures for family engagement in addition to goals to improve academic achievement and the learning environment.

5. 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 (ESSA Section 1116[e][5]).

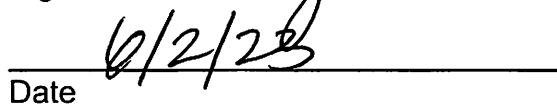
Each school communicates with families on a regular basis to share information and resources on ways to support their students' education and provides information in students' home languages, as needed.

This Policy was adopted by the Rocklin Unified School District District Title I Advisory Committee on October 9, 2019 and will be annually reviewed. The changes were made during the current school year.

Rocklin Unified School District will distribute this Policy to all parents and families of students participating in the Title I, Part A program annually as part of the Aeries Data Confirmation process.



Signature of Authorized Official



Date