

Title I LEA-Level Parent and Family Engagement Policy  
Modesto City Schools  
[ 2023-24]

- 1.0 The local governing board of each local educational agency (LEA), or agency, receiving Title I, Part A funding shall establish and implement a written parent and family engagement policy and program. (California *Education Code* [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])
- 1.1 [Modesto City Schools](#) has developed jointly with, agreed on with, and distributed to, parents and family members of participating children, an LEA-level written parent and family engagement policy. (20 U.S.C. § 6318[a][2].) [Parents and family members are invited and encouraged to attend district-level parent advisory groups such as the District English Learner Advisory Committee \(DELAC\), the LCAP Parent Advisory Committee, the African-American Parent Forum, Parents Making a Difference, and the District Parent Engagement Committee. At these meetings, parents and families are informed of the district's participation in Title I, the purpose and requirements of Title I, and are engaged in the development of the LEA Parent and Family Engagement Policy. Additionally, parents are involved in helping to decide how funds reserved for parent and family engagement shall be used. Parents provide input through the School Site Councils as part of the development of the School-Level Parent and Family Engagement Policy.](#)

The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2]) [The districts Local Control and Accountability Plan \(LCAP\) incorporates the parent and family engagement policy within the actions and services. Specifically, these are part of LCAP Goal 3.3 and Goal 3.4.](#)

To involve parents and family members in the Title I program at [Modesto City Schools](#), the following practices have been established:

- a) The LEA involves parents and family members in the joint development of the agency's plan, and in the development of support and improvement plans. (20 U.S.C. § 6318[a][2][A])  
[The district Title I Parent and Family Engagement Policy was developed with input from district committees and with input from Title I parents during School Site Council meetings and the annual Title I Parent Meeting. All sites actively recruit parents/family members to participate in a parent advisory capacity and in the needs assessment process.](#)
- b) The LEA provides 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. (20 U.S.C. § 6318[a][2][B])  
[To assist and build the capacity of all Title I participating schools, the district](#)

employs support staff who collaborate with school staff and parents to develop goals, programs, and classes to support parents. These staff members serve as liaisons between parents, schools, and outside community agencies to support efforts to improve student academic performance and parent involvement. In addition, the district is actively involved in:

- Supporting the development of a School-level Parent and Family Engagement Policy and the School-Parent Compact.
- Conducting ongoing site visits to observe and support parent and family engagement practices.
- Ensuring that information is sent home in a language and form that parents can easily understand, as required.
- Providing copies, either electronically or paper, of the district's policies related to parent involvement.
- Assisting sites with resources to build parent capacity
- Conducting parent education workshops

The district monitors each Title I school to ensure that each school performs the following tasks:

- Develops a School-level Parent and Family Engagement Policy and a School-Parent Compact, offers flexible meeting times, and provides information to parents about the school's programs.
- Provides training for parents to work with their child(ren) to improve academic achievement and includes training on school communication systems in order to have real-time access to their child(ren)'s attendance and achievement.
- Encourages parents to visit/volunteer at school by assisting staff in developing volunteer opportunities.

- c) To the extent feasible and appropriate, the LEA coordinates and integrates Title I, Part A parent and family engagement strategies with parent and family engagement strategies of other relevant Federal, State, and local laws and programs. (20 U.S.C. § 6318[a][2][C])

The district coordinates parent and family engagement activities with a variety of programs including the Early Childhood Education (ECE) department with includes State Preschool and Head Start; English learner programs, Migrant Education; Expanded Learning which includes ASES, 21<sup>st</sup> Century Learning Communities, and Expanded Learning Opportunities Program and Special Education. Through the Parent Engagement and Outreach (PEO) department, the district collaborates with community agencies to support our families.

- d) The LEA conducts, 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 under Title I, Part A. (20 U.S.C. § 6318[a][2][D])

An annual evaluation of the implementation of district and site-level parent and family engagement is conducted. A variety of educational partners are engaged in the evaluation process and in reviewing metrics. This will occur through School Site Council meetings at the sites and during district advisory group

meetings. An annual parent survey will be conducted with the results of the survey being shared with educational partners and with the governing board. The district will use the information from the survey to design more effective parent and family involvement and shall revise this policy as necessary.

The LEA identifies the following:

1. 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). (20 U.S.C. § 6318[a][2][D][i])

While barriers to parent participation exist for both schools and families, some barriers are created by limited resources, while others originate from the beliefs, perceptions, and attitudes of families and school staff.

Modesto City Schools will work to decrease the following common barriers to parent communication:

- Language
- Lack of understanding of parents' communication styles
- Teachers' assumptions about parents' willingness or lack of willingness to participate
- Limited family resources (transportation, childcare)
- Parents' lack of comfort and familiarity with the education system and how their child(ren)'s school functions
- Parents believing that their voices do not make a difference

2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers. (20 U.S.C. § 6318[a][2][D][ii])

In order to assist with the learning of their children, parents and family members need to know how to:

- Support their child(ren)'s learning through strategies that are aligned with what the teachers are using in the classroom
- Reinforce good study habits at home

Parents also need to know:

- What and how their children are learning in the classroom on a consistent basis
- How to establish a partnership with regular two-way communication between home and school

3. Strategies to support successful school and family interactions. (20 U.S.C. § 6318[a][2][D][iii])

To support school and family interactions, the district is committed to engaging parents through:

- Parent education workshops provided by district staff and community agencies
- The use of multiple methods of communication to promote participation
- The continuance of School Site Councils and English Learner Advisory Committees at each site who send a representative from each site to the district-level advisory committees
- Distribution of a district-wide parent survey that can lead to improved results

e) The LEA uses the findings of such evaluation in section 1.1(d) of the CE program instrument to design evidence-based strategies for more effective parental involvement, and to revise, if necessary, the parent and family engagement policy. (20 U.S.C. § 6318[a][2][E])

Parent workshops and training are provided throughout the year in response to the evaluation.

f) The LEA involves parents in activities of schools served under Title I, Part A to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy. (20 U.S.C. § 6318[a][2][F])

Support is provided to school sites with training, oversight, and onsite reviews to support the development of parent activities that support the needs of the parents of Title I students.

1.2 The LEA policy on parent and family engagement for all schools (including Title I and non-Title I) in the LEA shall be consistent with the following goals and purposes: (EC §§ 11502, 11504, 11506)

a) Engage parents and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to develop knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])

In order to assist with the learning of their children, parents and family members need to know how to:

- Support their child(ren)'s learning through strategies that are aligned with what the teachers are using in the classroom
  - Reinforce good study habits at home
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- Inform parents that they can directly affect the success of their children's learning, by providing parents with techniques and strategies that they may utilize to improve their children's academic success and to assist their children in

learning at home. (EC § 11502[b])

Parents also need to know:

- What and how their children are learning in the classroom on a consistent basis
- How to establish a partnership with regular two-way communication between home and school

Build consistent and effective two-way communication between family members and the school so that parents and family members may know when and how to assist their children in support of classroom learning activities. (EC § 11502[c])

- Conducting ongoing site visits to observe and support parent and family engagement practices.
  - Ensuring that information is sent home in a language and form that parents can easily understand, as required.
  - Providing copies, either electronically or paper, of the district's policies related to parent involvement.
  - Assisting sites with resources to build parent capacity
  - Conducting parent education workshops
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- Train teachers, school administrators, specialized instructional support personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])  
The CIPD department provides professional development opportunities and course throughout the year for teachers, administrators, and other school staff to develop their ability to effectively communicate with parents.
  - Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])  
The Local Control and Accountability Plan (LCAP) Goal 3 specifically has actions related to parent and family engagement activities at the district and school site level. Goals 3.3 and 3.4 specifically have actions related to parent engagement.

1.3 Parents and family members of children receiving Title I, Part A services shall be involved in the decisions regarding how funds reserved are allotted for parental involvement activities. (20 U.S.C. Section 6318[a][3][B])

Parents have the opportunity to provide guidance and be involved in the decision process regarding the use of Title I, Part A reserved funds for parental involvement through the following:

- School Site Council meetings; ELAC meetings; district-level parent advisory group meetings such as DELAC and PAC.

1.4 Funds reserved by an LEA shall be 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: (20 U.S.C. § 6318[a][3][D])

- a) Supporting schools and nonprofit organizations in providing professional development for LEA and school personnel regarding parent and family engagement strategies. (20 U.S.C. § 6318[a][3][D][i])
- b) Supporting programs that reach parents and family members at home, in the community, and at school. (20 U.S.C. § 6318[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. (20 U.S.C. § 6318[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. (20 U.S.C. § 6318[a][3][D][iv])
- e) Engaging in any other activities and strategies that the LEA determines are appropriate and consistent with such agency's parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])

The district's Parent Engagement and Outreach department provides various opportunities for parents to learn more about the education process, resources that are available through community agencies, and district events and activities. Meetings are schedule throughout the year. Communication regarding specific events is communicated through various methods – flyers, electronic media, and social media.

Date: October 19, 2023

*Steven Hurst*

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Board Approval: November 6, 2023