



Central Union High School District

Title I Parent Involvement and Family Engagement Policy

March 6, 2020

1.0 *The local governing board shall establish and implement a policy on parent and family engagement. (California Education Code [EC] sections [§§] 11500-11504, 51101[b]; 20 United States Code [U.S.C.] § 6318[a][1], 6318[a][2])*

1.1 Central Union High School District has developed a written Title I parent and family engagement policy with input from parents and family members of participating children.

The LEA has distributed the policy to parents and family members of children served under Title I, Part A. The Title I Parent Involvement and Family Engagement Policy have been distributed to all stakeholders via the AERIES Communication system. In addition, the Title I Parent Involvement and Family Engagement Policy is posted on the school websites. Furthermore, the policy is included in the registration packet provided to all stakeholders at the beginning of each school year. (20 U.S.C. § 6318[a][2])

To involve parents and family members in the Title I program at Central Union High School District, the following practices have been established:

a) *The LEA incorporates the parent and family engagement policy into the LEA level plan. (20 U.S.C. § 6312, 6318[a][2])*

1. Central Union High School District has jointly evaluated and developed the Title I Parent Involvement and Family Engagement Policy with the collaboration of all its LEA's School Site Council members. In addition, all parents/guardians are encouraged to participate as peer representatives to empower parents to get involved in their student's education and at their school sites. Parents/guardians have the following opportunities to share their voice and become advocates for their student's education:
 - **Annual Title I meeting** - In addition to providing parents/guardians with all the services made available by categorical programs, and how they may contribute as equal partners, with a focus on all grade level parents. Parents/guardians provide input into how the LEA may reach out to more parents/guardians.
 - **School Site Council (SSC)** - School Site Council members evaluate on a yearly basis the implementation of the Title I Parent Involvement and Family Engagement Policy. In addition, the SSC members review on a monthly basis the participation of stakeholders and provide recommendations to improve parent and family engagement.
 - **The English Learner Advisory Committee (ELAC)** - The group of parents/guardians collaborates in the development of the LCAP and SPSA by providing input regarding parent engagement, and ensuring that the schools have the programs in place to provide English Language Learners with the necessary opportunities to gain language skills and graduate with the skills necessary for college and/or career opportunities.
 - **LCAP Advisory Committee** - Parents/guardians meet at least three times per year. During the meeting, parents/guardians receive information about the following: the LCAP 8 state priority areas as a metric to measure the quality of our educational programs: 8 state priorities: 1. Basic Services, 2. Academic Standards, 3. Parent Involvement, 4. Student Achievement, 5. Student Engagement, 6 School Climate, 7.

Course access, and 8 other pupil outcomes such as College and career indicator; six LCAP goals; allocations of funds for the school year. Based on this information and the needs assessment data, parents/guardians provide input/feedback for next-steps in meeting student needs and increasing parent involvement.

- b) *The LEA involves parents and family members in the joint development of the local educational agency planning efforts and in the process of school review and improvement. (20 U.S.C. § 6318[a][2][A])*

1. Central Union High School District involves parents and family members in the joint development of the LEA's planning efforts and in the process of school review and improvements. Parents/Guardians receive assistance in understanding academic content, achievement standards, and how to monitor and improve the achievement of their student. The following monthly parent workshops provide parents with the resources:

- **Monthly- Parent Workshops** - All parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish. Workshop Topics: Communication between Teachers and Parents; Adolescent development & Stress management strategies; Career Technical Education Pathways; Scholarship information & College Readiness; School and Internet Safety; The Developmental Assets® 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.
- **LCAP Stakeholder Surveys** - Parents/Guardians provide input in the evaluation of systems in place, and allows for the improvement of resources to support student achievement.

- c) *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])*

1. Central Union High School District provides all materials and training to help parents/guardians work with their students to improve their student's achievement. In addition, information related to school and parent programs, meetings, and other activities are in a format and, to the extent practicable, in a language parents understand: all written/oral communication is translated to Spanish. Furthermore, meetings are given at various times throughout the year and information presented at meetings is posted on the school website and made accessible to parents/guardians who may not have the flexibility to participate in the meetings.

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

Central Union High School District carries out the following legal requirements in the manner described below:

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved.

- **Back-To-School Orientation**- an informational meeting for all parents; the purpose is to assist parents in understanding academic content, common-core standards and assessments, and to provide a platform for communication throughout the year.
- **Annual Title I meeting** - an informational meeting to inform parents of all services made available by categorical programs, and how they may contribute as equal partners, with a focus on parents of 9th grade students.

2. A minimum of two meetings per semester will be offered at various/flexible meeting times. Meetings are offered on different days of the week and at different times in the evening and mornings. Meeting times are determined by the parent group at their first meeting.

3. Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and Title I parental involvement policy.

** All meetings are announced in the school newsletter and in the daily bulletin. The School Site Council meets on a monthly basis. Input/feedback is solicited from parents at the yearly Title I Night. The first parent meeting of the year will take place no later than a month after the first quarter grades go out to parents.*

4. Provide parents of participating students with timely information about Title I programs. Parents are informed via Newsletter, letters home, the school website, at meetings, the AERIES Communication dialer system, the Parent Portal, and social media.

5. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Parents are informed during the listed meetings above and also with their annual parent-student counselor meeting. Parent Teacher conferences are also held when requested by either party. Counselors schedule and facilitate the conferences.

6. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- All parents are invited to attend all meetings by special invitation in the mail, through the student bulletin and home telephone calls both in English and Spanish.
- The School Site Council (SSC) is a group of parents, students, classified employees, and teachers. The SSC is an organization that is elected by their peers to work with the principal to create a plan for school improvement.
- The English Learner Advisory Committee (ELAC) is a group of parents that work with the District Supervisor of Instruction to ensure that the school has programs in place to provide English Learners with the necessary opportunities to gain language skills and graduate with the skills necessary for college and/or career opportunities.

**If a school has in place a process for involving parents in the joint planning and design of the school's programs, the school may use that process, if such process includes an adequate representation of parents of participating children." (20 USC 6318[c][3])*

e) *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])*

1. **School Site Council (SSC)** - School Site Council members evaluate on a yearly basis the implementation of the Title I Parent Involvement and Family Engagement Policy. In addition, the SSC members review on a monthly basis the participation of stakeholders and provide recommendations to improve parent and family engagement.

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])*

Central Union High School District understands time constraints with working parents is a barrier in greater parent/guardian participation; therefore, the schools provide flexibility in providing stakeholder meetings both in the morning and evening. Also, meeting presentations and resources for stakeholder meetings are posted on schools' websites for parents/guardians not able to attend/participate due to working schedule or prior engagements.

Another barrier to greater parent/guardian participation is childcare for parents/guardians younger children. The schools encourage and welcome parents/guardians with small children. If necessary, there is always a staff member available to support parents with childcare at the site.

Furthermore, non-English speaking parents/guardians are presented with both written and oral communication in Spanish. All information related to schools and parent participation and other activities is distributed in an organized and timely manner. Information is shared via schools' websites, social media, AERIES Communication, bulletin, newsletters and hard copy is mailed home.

2. *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. (20 U.S.C. § 6318[a][2][D][ii])*

Central Union High School District strives to ensure all families feel welcome at our schools. Our goal is to empower our families to learn and grow with our students. To support parents and family members, so that they may assist with the learning of their children, including engaging with school personnel and teachers our schools will facilitate the following parent needs:

- flexible times when scheduling meetings.
- resources in English and Spanish.
- childcare when necessary to facility parent/guardian participation.

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

Central Union High School District provides all stakeholders with opportunities for professional development in the area of successful school and family interactions.

- Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners through Staff development days, department share meetings, new teacher training, and faculty meetings.
- Assist parents in understanding academic content, achievement standards, assessments, and how to monitor and improve the

achievement of their students through annual conferences, progress report cards, monthly workshops, Title I and LCAP stakeholder meetings.

- f) *The LEA uses the findings of such evaluation in subparagraph (e) 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])*
Central Union High School District encourages the parents/guardians peer representatives in the School Site Council, ELAC, and Migrant committees to participate in the annual California Association for Bilingual Education Conference (CABE) which focuses on evidence-based strategies for more effective parental involvement. Parents/Guardians peer representatives in these committees represent and are the voice in revising the parent and family engagement policy.
- g) *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])*

Central Union High School District, to the extent practicable, provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a format and, to the extent practicable, in a language parents of Title I students understand. All parents/guardians are encouraged to participate as peer representatives to empower parents to get involved in their student's education and at their school sites. Parents/guardians have the following opportunities to support in the development, revision, and annual review of the parent and family engagement policy:

- School Site Council (SSC)
- Migrant Parent Meetings
- English Learner Advisory Committee
- LCAP Advisory Committee
- Title I Stakeholder Meeting
- Monthly Workshops

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 goals and purposes listed below. (EC §§ 11502, 11504, 11506)

- a) *Engage parents positively in their children's education by helping parents to develop skills to use at home that support their children's academic efforts at school and their children's development as responsible future members of our society. (EC § 11502[a])*
- **New Parent Orientation:** an informational meeting for all new families. The meeting introduces parents/guardians to the school's responsibility to provide high-quality curriculum and instruction and services available to support students achieve the state's challenging academic achievement standards.
 - **Back-To-School Orientation** - an informational meeting for all parents/guardians; the purpose is to assist parents in understanding academic content, common-core standards and assessments, and to provide a platform for communication throughout the year.
 - **Annual Title I meeting** - an informational meeting to inform parents/guardians of all services made available by categorical programs, and how they may contribute as equal partners, with a focus on all grade level parents.
 - **Monthly- Parent Workshops** - All parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and

AERIES communication both in English and Spanish. Workshop Topics: Communication between Teachers and Parents; Adolescent development & Stress management strategies; Career Technical Education Pathways; Scholarship information & College Readiness; School and Internet Safety; The Developmental Assets® 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.

- **Migrant Parent Meetings:** Migrant parents/guardians participate in six meetings held throughout the school year to provide parents with the resources needed to support their students achieve the state's challenging academic achievement standards with high-quality curriculum and instruction. Resources available include after-school tutoring, online courses, summer school programs, health services, and the opportunity to participate in the Migrant Speech and Debate Team.
- **The English Learner Advisory Committee** (ELAC) meetings - a group of parents/guardians that work with the District Supervisor of Instruction to ensure that the school has programs in place to provide English Learners with the necessary opportunities to gain language skills and graduate with the skills necessary for college and/or career opportunities.

- b) *Inform parents and family members 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])*

1. Assist parents in understanding academic content, achievement standards, assessments, and how to monitor and improve the achievement of their children. Parents will be invited to these different meetings, given at various times, throughout the year:

- **New Parent Orientations:** New families to the community - Two weeks prior to the start of the academic school year.
- **Back-To-School Orientation:** All stakeholders -Three weeks after the start of the academic school year.
- **Title I Annual Stakeholder Meeting:** All stakeholders - Six weeks after the start of the academic school year.
- **Annual Parent Conferences:** All stakeholders meet with academic school counselors - one meeting per year (more meetings if a student is at risk of not meeting graduation requirements).
- **Progress Report Card:** All at Risk Students - every six to nine weeks prior to quarterly grades, progress report cards are mailed home for students earning an academic grade of a "D" or an "F".
- **Quarterly Report Cards:** All Students - at the end of each quarter parents receive a report card with all academic grades.
- **Dual Enrollment Meetings:** All Stakeholders interested in participating in dual enrollment courses are invited to participate in informational meetings.
- **AP Parent Night Meeting:** All Stakeholders - At the beginning of second semester all stakeholders are invited to an informational meeting.
- **Career Technical Education Pathways:** All Stakeholders - Showcase of all CTE pathways offered at each school site.
- **Feeder School Presentations:** All 8th graders - At the beginning of second semester, all feeder schools host counselors and Vice-Principals for informational presentations.
- **Higher Education Presentations:** All juniors and Seniors - Counseling team

hosts informational meetings. Topics include: Financial Aid (FAFSA), College Applications, A-G Requirements, and Scholarship tutorials.

2. Provide materials and training to help parents work with their children to improve their children's achievement:

- **Monthly- Parent Workshops** - All parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish. Workshop Topics:
 - **Communication between Teachers and Parents:** Parents are invited to the computer lab and are provided one-on-one support on how to navigate the AERIES Parent Portal. This portal provides parents with access to his or her student's gradebooks, daily attendance, and communication with each of his or her student's teachers.
 - **Adolescent development & Stress management strategies:** Parents/guardians learn techniques and strategies to support his or her student in his or her social and emotional needs.
 - **Career Technical Education Pathways:** Parents/guardians participate in a tour of the CTE facilities and meet the CTE instructors. Parents have an opportunity to see first-hand the rigor and engagement provided by the CTE team.
 - **Scholarship information & College Readiness:** Counseling team guides parents through the completion process of a college application, scholarship application, and the counseling team's website that includes resources for all stakeholders.
 - **School and Internet Safety:** School Resource Officer provides parents/guardians with training on the Alert, Lockdown, Inform, Counter, and Evacuate (ALICE) safety procedure. In an event of an emergency ALL stakeholders understand the ALICE procedure and reunification systems in place.
 - **The Developmental Assets®:** Provide parents/guardians with tools and strategies to support his or her students with the understanding of the 40 research-based, positive experiences and qualities that influence young people's development, helping them become caring, responsible, and productive adults.
- **Multi-tiered Systems of Support (MTSS):** MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success.
 - **Positive Behavioral Interventions and Supports (PBIS):** an evidence-based three-tiered framework to improve and integrate all of the data, systems, and practices affecting student outcomes every day.
 - **Tier 1** practices and systems establish a foundation of regular, proactive support while preventing unwanted behaviors. Schools provide these universal supports to all students, school-wide.
 - **Tier 2** practices and systems support students who are at risk for developing more serious problem behaviors before those behaviors start. These supports help students develop the skills they need to benefit from core programs at the school.
 - **Tier 3** students receive more intensive, individualized support to improve their behavioral and academic outcomes. At this level, schools rely on formal assessments to determine a student's need.
 - **Tier 1** - Teacher-Student-Parent-Counselor Communication:
 - **Advisory Period: Accelerate, Remediate, Advice** - Teachers build positive supportive relationships with students and monitor AERIES

Student Portal with students on a weekly basis. Teachers ask students if they understand how to access Student Portal and guide students through their student portal.

- **Teacher-Student-Parent Communication:** AERIES Portal, Email, and phone communication to address student needs.
- **Parent-Teacher Conference:** Meeting with parent, teacher, counselor, and student to address student needs.
- **Tier 2** - Meetings with parents, teachers, counselors, and administrators:
 - **Student Attendance Review Team:** Purpose to address Attendance and Behavior.
 - **District Administration Hearing Panel:** Purpose to address Behavior.
 - **Student Intervention Team:** Purpose to address Academics (Phoenix Rising, D.O.H.S., Valley Pathways).
 - **School Attendance Review Board:** Purpose to address Attendance and Behavior.
 - **Threat Assessment Team:** Purpose to investigate Threats by Students.
 - **Student Success Team:** Purpose to address Attendance and Behavior.
 - **Intervention Study Team:** Purpose a meeting for students at risk of not graduating or passing their courses.
- **Tier 3 - Check-in/Check-out Process** - Focus groups of students with a 1.8 G.P.A or less.
 - Staff Member/Mentors hold once a week group sessions of 5-10 students per session and provide mini-lessons on the following topics: Agenda/Time Management Skills, Effective Communication skills, and Study Skills.
 - Staff Member/Mentors hold one-on-one individual student/mentor meetings to address specific needs.
 - Students check-in and check-out with their mentor twice a week with a weekly goal to monitor daily behavior and classroom productivity/engagement.
- **Parent Educational Growth** - English classes are provided through our Adult Education classes. Provides parents/guardians with the opportunity to model life-long learner behavior and personal growth.

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

- **Teacher-Student-Parent Compact** - All Stakeholders- Compact communicated and included in registration packed, parent/guardian orientation meetings, distributed via AERIES communication, and available on schools' websites.
- **Advisory Period: Accelerate, Remediate, Advice** - Teachers build positive supportive relationships with students and monitor AERIES Student Portal with students on a weekly basis. Teachers ask students if they understand how to access Student Portal and guide students through their student portal.
- **Teacher-Student-Parent Communication:** AERIES Portal, Email, and phone communication to address student needs.
- **Parent-Teacher Conference:** Meeting with parent, teacher, counselor, and student to address student needs.

- **New Parent and Welcome-Back Orientations** - Principal reviews responsibilities and commitment of ALL stakeholders to support student achievement.
- **Monthly- Parent Workshops** - All parents are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish.
- **Annual Parent Conferences:** All stakeholders meet with academic school counselors - one meeting per year (more meetings if a student is at risk of not meeting graduation requirements).
- **Progress Report Card:** All at Risk Students - every six to nine weeks prior to quarterly grades, progress report cards are mailed home for students earning an academic grade of a “D” or an “F”.
- **Quarterly Report Cards:** All Students - at the end of each quarter parents receive a report card with all academic grades.
- **Multi-tiered Systems of Support (MTSS):** MTSS is an integrated, comprehensive framework that focuses on CCSS, core instruction, differentiated learning, student-centered learning, individualized student needs, and the alignment of systems necessary for all students' academic, behavioral, and social success. Tier 1, Tier 2, and Tier 3 interventions create regular two-way, meaningful communication between family members and school staff in a language that family members can understand.

d) Train teachers and administrators to communicate effectively with parents. (EC § 11502[d])

1. Instructional support personnel, other school leaders, and other staff, educate teachers and administrators in the value and utility of parent/guardian contribution 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 the the schools.
 - All teachers, counselors, and administrators will receive training through any of the following: New teacher orientation, staff development days, department chair meetings, new teacher meetings, prep-period training and faculty meetings. Purpose of trainings will be the following:
 - Communicate regularly with students by checking for understanding during instruction, by updating gradebook bi-monthly, and by being accessible to students for additional support.
 - Inform parents about students' progress in a timely manner: bi-monthly Aeries Portal gradebook, AERIES Communication, email, phone call, news letter, progress reports, and Parent-Teacher conferences.
 - Participate in professional development and continue to develop as a professional by engaging in continuous and purposeful professional growth, and collaborating with colleagues to support teacher and student learning and engagement.

e) Integrate parent involvement programs into the school's master plan for academic accountability. (EC § 11502[e])

1. Central Union High School District's parent involvement program strives to build a community partnership between families, schools and the district. The district's local control and accountability plan includes goals and strategies for parent/guardian involvement, including district efforts to seek parent/guardian input in district and school site decision making and to

promote parent/guardian participation in programs for English learners, foster youth, students eligible for free and reduced-price meals, and students with disabilities.

- All parents/guardians are encouraged to participate as peer representatives to empower parents to get involved in their student's education and at their school sites. Parents/guardians have the following opportunities to share their voice and become advocates for their student's education:
 - **Coffee with the Superintendent**- On the first Tuesday of each month, the superintendent meets with parents/guardians, and community members at the local Starbucks located on the corner of 4th Street and Wake Avenue. Coffee with the superintendent provides the opportunity for stakeholders to voice their concerns, ask questions, and provide feedback.
 - **Monthly- Parent Workshops** - On the first week of the month, school sites host parents/guardians workshops. Parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish.
 - **Migrant Parent Meetings** - Migrant parents/guardians participate in six meetings held throughout the school year to provide parents with the resources needed to support their students achieve the state's challenging academic achievement standards with high-quality curriculum and instruction. Resources available include after-school tutoring, online courses, summer school programs, health services, and the opportunity to participate in the Migrant Speech and Debate Team.
 - **The English Learner Advisory Committee (ELAC)** meetings - a group of parents/guardians that work with the District Supervisor of Instruction to ensure that the school has programs in place to provide English Learners with the necessary opportunities to gain language skills and graduate with the skills necessary for college and/or career opportunities.
 - **School Site Council (SSC)** - On a monthly basis, School Site Council (SSC) parents elected by their peers work with a group of teachers, students, administrators, and interested community members to develop and monitor the school's improvement plan. It is a legally required decision-making body for any school receiving federal funds.
 - **LCAP Advisory Committee** - Parents/guardians meet at least three times per year. During the meeting, parents/guardians receive information about the following: the LCAP 8 state priority areas as a metric to measure the quality of our educational programs: 8 state priorities: 1. Basic Services, 2. Academic Standards, 3. Parent Involvement, 4. Student Achievement, 5. Student Engagement, 6 School Climate, 7. Course access, and 8 other pupil outcomes such as College and career indicator; six LCAP goals; allocations of funds for the school year. Based on this information and the needs assessment data, parents/guardians provide input/feedback for next-steps in meeting student needs.
 - **WASC Focus Groups** - Parents/guardians play an important role in the implementation of the WASC self-study and review. Parents/guardians participate in the monitoring process and evaluation of the schoolwide action plan to support learner outcomes and critical learner needs.
 - **Booster Clubs** - Our booster clubs are organized by parents of students in sports, robotics, and band. These booster clubs are organized to support our students through raising funds or coordinating events.

1.3 The LEA 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. (20 U.S.C. § 6318[a][3][A])

Central Union High School District reserves at least one percent of its allocation to carry out the following parent and family engagement opportunities:

- California Association for Bilingual Education Conference (CABE) School Site Council, ELAC, and Migrant committees are encouraged to attend and learn about activities which focus on evidence-based strategies for more effective parental involvement. Parents/Guardians peer representatives in these committees represent and are the voice in revising the parent and family engagement policy.
- Materials and resources necessary to help parents/guardians work with their children to improve their children's achievement.
- Monthly- Parent Workshops where parents/guardians are invited to attend all meetings by special invitation in the mail, through the student bulletin, home telephone calls, and AERIES communication both in English and Spanish.

1.4 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. (20 U.S.C. § 6318[a][3][B])

Central Union High School District carries out the following legal requirements in the manner described below:

1. Convene an annual meeting to inform parents of participating students of the requirements of Title I and their rights to be involved.

- **Back-To-School Orientation-** an informational meeting for all parents; the purpose is to assist parents in understanding academic content, common-core standards and assessments, and to provide a platform for communication throughout the year.
- **Annual Title I meeting** - an informational meeting to inform parents of all services made available by categorical programs, and how they may contribute as equal partners, with a focus on parents of 9th grade students.

2. A minimum of two meetings per semester will be offered at various/flexible meeting times. Meetings are offered on different days of the week and at different times in the evening and mornings. Meeting times are determined by the parent group at their first meeting.

3. Involve parents of participating students in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and Title I parental involvement policy.

** All meetings are announced in the school newsletter and in the daily bulletin. The School Site Council meets on a monthly basis. Input/feedback is solicited from parents at the yearly Title I Night. The first parent meeting of the year will take place no later than a month after the first quarter grades go out to parents.*

4. Provide parents of participating students with timely information about Title I programs. Parents are informed via Newsletter, letters home, the school website, at meetings, the AERIES Communication dialer system, the Parent Portal, and social media.

5. Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. Parents are informed during the listed meetings above and also with their annual parent-student counselor meeting. Parent Teacher conferences are also held when requested by either party. Counselors schedule and facilitate the

conferences.

6. Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children.

- All parents are invited to attend all meetings by special invitation in the mail, through the student bulletin and home telephone calls both in English and Spanish.
- The School Site Council (SSC) is a group of parents, students, classified employees, and teachers. The SSC is an organization that is elected by their peers to work with the principal to create a plan for school improvement.
- The English Learner Advisory Committee (ELAC) is a group of parents that work with the District Supervisor of Instruction to ensure that the school has programs in place to provide English Learners with the necessary opportunities to gain language skills and graduate with the skills necessary for college and/or career opportunities.

1.5 Not less than 90 percent of the funds reserved are distributed to schools served with priority given to high-need schools. (20 U.S.C. § 6318[a][3][C])

Based on these demographics, the vast majority of CUHSD's LCAP expenditures are aimed at improving the educational experiences of low-income pupils, English Learners, Redesignated Fluent English Proficient Pupils, and foster youth by enhancing the comprehensive services that are necessary for such students to succeed both socially and academically and to develop the skills required for college and career readiness. The services are intended to be implemented on either a districtwide or schoolwide basis. As promoted by the federal Title I program design (described in the following paragraph) and corroborated by scholarly research, a "schoolwide" approach is a proven strategy for educational agencies such as CUHSD, where the majority of students and families are subject to the impacts of poverty, language barriers, and/or migratory lifestyle. While districtwide expenditures are available broadly, the services are principally directed towards and are largely proven effective in addressing the needs of unduplicated students. Many students who are not included in an unduplicated category do not require, and therefore choose not to avail themselves of these services. At the same time, strategic placement and outreach efforts help ensure that our neediest students access the resources and support services that are available to them.

As described on the California Department of Education website: A schoolwide program (SWP) is a comprehensive reform strategy designed to upgrade the entire educational program in a Title I school; its primary goal is to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on State academic achievement standards. The schoolwide approach is based on the premise that comprehensive reform strategies rather than separate, add-on services are most effective in raising academic achievement for the lowest achieving students in a school. A well-designed and implemented SWP touches on all aspects of the school's operation and offers an appropriate option for high-poverty schools seeking to improve achievement for all students, particularly the lowest achieving.

1.6 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: (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 the parent and family engagement policy. (20 U.S.C. § 6318[a][3][D][v])*

Central Union High School has jointly developed with and distributed to parents of participating students a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the California Common Core State Standards. The compact describes the following items in addition to items added by parents of Title I students. A copy of the compact is attached to this policy.

- The school's responsibility to provide high-quality curriculum and instruction.
- The parents' responsibility to support their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, access to staff, opportunities to volunteer and participate in and observe the educational program.
- The accessibility, to the extent practicable, to provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports in a formal and, to the extent practicable, in a language parents of Title I students understand.

NON-DISCRIMINATION STATEMENT

The Central Union High School District (CUHSD), is committed to ensuring equal, fair, and meaningful access to employment and education services. CUHSD does not discriminate in any employment practice, education program, or educational activity on the basis and/or association with a person or group with one or more of these actual or perceived characteristics of age, ancestry, color, disability, ethnicity, gender, gender identity or expression, genetic information, marital status, medical condition, military or veteran status, national origin, political affiliation, pregnancy and related conditions, race, religion, retaliation, sex (including sexual harassment), sexual orientation, or any other basis prohibited by California state and federal nondiscrimination laws respectively. Not all bases of discrimination will apply to both education services and employment.

The CUHSD has identified qualified personnel to oversee, lead, and direct the district's efforts to meet the legal obligations set forth in state and federal civil rights laws, and regulations in CUHSD employment and delivery of education services. Inquiries regarding nondiscrimination and civil rights should be addressed to the appropriate individual as listed below:

CUHSD Civil Rights Coordinators and Contact Information

Section 504 & Title II

Marco Miramon Special Education Director 1014 Brighton Avenue El Centro, CA 92243	760-336-4316
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Title IX

Carol Moreno Director of Human Resources 351 Ross Avenue El Centro, CA 92243	760-336-4513
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CCR Title 5

Arnold Preciado Assistant Superintendent, Business Services 351 Ross Avenue El Centro, CA 92243	760-336-4507
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SEXUAL HARASSMENT STATEMENT(BP 5145.7)

The Board of Trustees is committed to maintaining an educational environment that is free from harassment. The Board prohibits, at school or at school-sponsored or school-related activities, sexual harassment of students by other students, employees or other persons, at school or at school-sponsored or school-related activities. The Board also prohibits retaliatory behavior or action against any person who reports, files a complaint or testifies about, or otherwise supports a complainant in alleging sexual harassment.

The district strongly encourages any student who feels that he/she is being or has been sexually harassed on school grounds or at a school-sponsored or school-related activity by another student or an adult, or who has experienced off-campus sexual harassment that has a continuing effect on campus, to immediately contact his/her teacher, the principal, or any other available school employee. Any employee who receives a report or observes an incident of sexual harassment shall notify the principal or a district compliance officer. Once notified, the principal or compliance officer shall take the steps to investigate and address the allegation, as specified in the accompanying administrative regulation.

**It may be helpful to include the parent and family engagement policy review in the annual review of the Local Control and Accountability Plan Federal Addendum.*

***The policy must be updated periodically to meet changing needs of parents and family members and the LEA. If the LEA has a process in place for involving parents and family members in planning and designing the school's programs, the LEA may use that process if it includes adequate representation of parents and family members of children receiving Title I, Part A services.*



Teacher-Student-Parent Compact

The Student Pledge

I realize that my education is important. I know that I am the one responsible for my own success.

AS A STUDENT, I AGREE TO BE RESPONSIBLE FOR THE FOLLOWING:

- Respect myself and the rights of others.
- Attend all classes on time and be prepared to do my best.
- **Request** help from my teachers or other programs when I need it.
- Follow all school and classroom rules.
- Turn in completed homework on time.
- Spend regular time at home studying and/or reading (30 minutes minimum).
- Strive to do my best on all standardized testing.
- 2.0 GPA requirement (activities & graduation).

The Faculty Pledge

We understand the importance of a quality education for each of our students, and our role as educators and positive models.

AS THE SCHOOL, WE WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Provide trusting and positive relationships between students and teachers.
- Provide high quality curricula and instructions that is supportive and will address the individual needs of your student in meeting the California Common Core State Standards and preparing for college and career readiness.
- Provide differentiated instruction aligned to the Common Core State Standards across the academic curriculum.
- Provide clear expectations of academic learning targets and success criteria in each class.
- Assign appropriate classwork and homework with clear instructions.
- Communicate regularly with students by checking for understanding during instruction, by updating gradebook bi-monthly, and by being accessible to students for additional support.
- Inform parents about students' progress in a timely manner: bi-monthly Aeries Portal gradebook, AERIES Communication, email, phone call, news letter, progress reports, and Parent-Teacher conferences.
- Encourage students to improve their reading comprehension by reading daily at school, at home, and/or use READING PLUS as one of their tools to grow in their reading.
- Participate in professional development and continue to develop as a professional by engaging in continuous and purposeful professional growth, and collaborating with colleagues to support teacher and student learning and engagement.

The Parent Pledge

I understand that my participation in my child's education will help his/her progress and his/her attitude.

AS A PARENT I WILL BE RESPONSIBLE FOR THE FOLLOWING:

- Provide a current contact phone number, address, and email.
- Ensure his/her child is at school on time at 7:40 a.m. daily.
- Respect the fact that time is necessary for studying.
- Be supportive of school rules regarding homework, discipline and attendance.
- Make sure my child gets enough sleep and follows a healthy diet.
- Participate in school functions: Back to School Night/Open House, parent conferences, LCAP stakeholder meetings, Title I stakeholder meeting, Wake Cup informational meetings, etc.
- Engage in daily dialogue with my child to better understand and share in his/her experiences.
- Read all information sent home from school and call the school with any questions I may have.