



Santa Ana Unified School District Title I Local Educational Agency-Level Parent Involvement Policy

In order to assure collaborative partnerships among Title I schools, parents, and the community, Santa Ana Unified School District is committed to involving parents and guardians in the education of the youth of our community. SAUSD is dedicated to:

- 1. Involve parents in the joint development of the LEA plan and in the process of school review and improvement**
 - a. Invite input on the LEA plan from other district committees and school site councils
 - b. Communicate with parents/guardians through the district newsletter, website, or other methods regarding the LEA plan and the opportunity to provide input
 - c. Ensure that school-level policies on parent involvement address the role of school site councils and other parents/guardians as appropriate in the development and review of school plans

- 2. Provide coordination, technical assistance, and other support necessary for effective parental involvement at schools to improve student achievement and school performance.**
 - a. Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication skills to assist him/her in facilitating the planning and implementation of parent involvement activities
 - b. Provide ongoing district-level workshops to assist school site staff and parents/guardians in planning and implementing improvement strategies, and seek input from parents/ guardians in developing the workshops
 - c. Provide information to schools about the indicators and assessment tools that will be used to monitor progress, and inform parents of English Learners about the reclassification process and district criteria.

- 3. Build school and parent capacity for strong parental involvement**
 - a. Assist parents/guardians in understanding such topics as the State's Common Core Standards and academic achievement standards, state and local academic assessments, the requirements of Title I, and how to monitor a child's progress and work with educators to improve the achievement of their children
 - b. Provide materials and training to help parents/guardians work with their children to improve achievement, such as literacy training and using technology, as appropriate, to foster parent involvement.



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- c. Support teachers, principals, and other staff in how to effectively collaborate and communication with parents/guardians as equal partners in their child's education
 - d. Ensure 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 feasible, in a language the parents/guardians can understand
 - e. Inform parents/guardians of information, resource and support to students and families. Make referrals to community agencies and organizations that offer literacy training, parent education programs, and/or other services that help to improve the conditions of parents/guardians and families
 - f. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences
 - g. Provide a master calendar of district activities and district meetings
 - h. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions
 - i. To the extent feasible, provide translation services at school sites and at meetings involving parents/guardians as needed
 - j. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions
 - k. Regularly evaluate the effectiveness of staff development activities related to parent involvement
- 4. Coordinate and integrate Title I, Part A parental involvement strategies with parental involvement strategies of other programs**
- a. Involve district and school site representatives from other programs to assist in identifying specific population needs
 - b. Schedule joint meetings with representatives from related programs and share data and information across programs
 - c. Develop a cohesive, coordinated plan focused on student needs and shared goals



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5. **Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy**
 - a. Ensure that the evaluation includes the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, disabled, limited English proficiency, limited literacy, or are of any racial or ethnic minority background
 - b. Use the evaluation results to design strategies for more effective parent involvement and, if necessary, to recommend changes in the parent involvement policy
 - c. Assess the district's progress in meeting annual objectives for the parent involvement program, notify parents/guardians of this review and assessment through regular school communications mechanisms, and provide a copy to parents/guardians upon their request

6. **Involve parents in activities of schools served by Title I**
 - a. Include information about school activities in district communications to parents/guardians
 - b. To the extent feasible, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs
 - c. Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children

Parent input provided on:

October 12, 2012

November 13, 2012

Board Approved:

March 12, 2013