



CAPISTRANO UNIFIED SCHOOL DISTRICT

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Title I Parent and Family Engagement Policy (LEA-level)

Dear Parent or Guardian:

Capistrano Unified School District (CUSD), in partnership with families, has developed this Title I Parent and Family Engagement Policy (PFEP) in compliance with the *Every Student Succeeds Act (ESSA)*, Section 1116 (20 USC § 6318) and *California Education Code §§ 11500–11504*. This PFEP is a required component of CUSD's Title I, Part A LEA Plan (ESSA § 1112) and is submitted with the Consolidated Application. This policy describes how the District, school staff, and families share responsibility for student academic achievement and collaborate to help every child meet California's academic standards.

The policy is distributed annually through First Day Packets, Messenger, and Talking Points at the start of each school year. It is also available at school and District offices, and can be provided in additional languages or alternate formats upon request.

CUSD establishes the following objectives for meaningful family engagement: increase parent participation in school governance and Title I activities and improve family-school relationship survey results annually; progress will be reviewed each year and used to revise this policy.

Section A - Family Participation in Planning and Decision-Making: In accordance with ESSA § 1116(a)(2)(A); § 1111(d), parents and guardians are vital contributors to district and school planning processes.

Your input helps shape:

- The Local Control and Accountability Plan (LCAP)
- Local Control and Accountability Plan Federal Addendum
- School Plans for Student Achievement (SPSA)
- Improvement plans for schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI)

These plans are reviewed by School Site Councils (SSCs), English Learner Advisory Committees (ELACs), and during the Annual District Title I Parent Meeting. When a school is identified for improvement, families are invited to help develop and revise the plan before it goes to the Board of Trustees. Drafts are posted for public comment, and parent input is included in the final submission.

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The District provides training in multiple languages to ensure all parents understand the planning process and can contribute meaningfully. CUSD also offers parents, students, and school staff opportunities to share feedback on school climate and student learning. The District and schools will use this input to guide support strategies and improvement efforts.

Section B – Coordination, Technical Assistance, and Capacity-Building for Schools and Families: In accordance with *ESSA § 1116(a)(2)(B) and § 1116(e)(1)–(2); California Family Engagement Framework*, the District will provide the following support:

- **Site-Based Family Liaisons**

Each Title I school is assigned a trained Bilingual Community Liaison who coordinates outreach, interpretation services, family workshops, and links to academic resources.

- **District Family Engagement Office**

A cross-department team of coordinators (Parent and Family Centers, Expanded Learning, Special Education, Technology, Health Services, Early Childhood) delivers on-demand technical assistance to principals, SSCs, and ELACs and monitors program quality.

- **Professional Learning for Staff**

Teachers, administrators, and support staff receive annual professional development on culturally responsive practices, Universal Design for Learning, welcoming school climates, and two-way communication strategies, consistent with the California Family Engagement Framework.

- **Capacity-Building for Parents and Guardians**

The District offers a year-round calendar of multilingual workshops, take-home toolkits, and on-demand video modules that help families

- support literacy, numeracy, and digital learning at home
- interpret assessment data and monitor progress
- navigate IEP and 504 processes
- prepare students for college and career

- **Governance and Fiscal Training**

SSC and ELAC members receive training on Title I requirements, school budgeting, program evaluation, and effective engagement strategies so they can make informed decisions.

- **Community Partnerships**

The District consults with employers, business leaders, libraries, and nonprofit and philanthropic organizations to expand family engagement opportunities and secure additional resources for students.

The effectiveness of these supports will be reviewed each spring, and results will inform revisions to this policy and to site-level family engagement plans.

Section C - Coordinated Support and Services: In accordance with ESSA § 1116[a][2][C], CUSD partners with:

- Early childhood providers (State Preschool, TK, local childcare)
- Community agencies (wellness centers, libraries, cultural organizations)
- Expanded Learning programs

These partnerships ensure consistent, coordinated support for students from preschool through high school.

Section D - Annual Evaluation and Continuous Improvement: In accordance with ESSA § 1116[a][2][D][i-iii] and § 1116(a)(2)(E), the District annually evaluates the content and effectiveness of this policy and uses feedback to revise and improve practices. Input is gathered from:

- SSCs
- The Annual District Title I Parent Meeting
- Climate surveys
- Parent advisory committees and ELACs

The evaluation identifies barriers to engagement and addresses the needs of:

- Economically disadvantaged families
- Families with disabilities
- Families with limited English proficiency or literacy
- Racial or ethnic minority families

Findings are used to design evidence-based strategies for engagement and to revise this PFEP and the LCAP Federal Addendum. Best practices are shared across schools.

Section E - Parent Involvement Opportunities: In accordance with ESSA § 1116(a)(2)(F), families can participate through:

- School Site Councils (SSC)
- English Learner Advisory Committees (ELAC)
- LCAP Parent Advisory Groups: LCAP Parent District English Language Advisory Committee, LCAP Parent Capistrano Unified Council of PTSA Presidents, LCAP Parent Capistrano Unified PTSA Legislative Advocacy, LCAP Community Advisory Committee.

Together, the LCAP Parent Advisory groups serve as the representative parent advisory board required by ESSA Section 1116(a)(2)(F), ensuring broad, coordinated family engagement and meaningful input from all educational partners. These groups reflect our diverse student population and advise on school planning, funding decisions, and parent engagement practices. Materials and meetings are provided in multiple languages.

Section F - Accessibility of Information: To ensure all families have access to key information, the District will:

- Provide clear, easy-to-understand language in all parent communications
- Translate documents into Spanish, Mandarin, and any other language spoken by 15 percent or 50 pupils, whichever is less, at an individual school, as required by Education Code § 48985
- Offer alternate formats on request (e.g., large print, Braille, audio, digital files)
- Disseminate information through multiple channels, such as the District and school websites, school newsletters, and office distribution of hard copies

All families have the right to file complaints regarding Title I program implementation using the District's Uniform Complaint Procedure (UCP), available online and at all school and District offices. The Uniform Complaint Procedure (5 CCR §§ 4600–4670) governs these complaints.

Section G - Use of Title I, Part A Engagement Funds: In accordance with *ESSA Section 1116(a)(3)*, the District reserves Title I funds for parent and family engagement. Families help determine how funds are used through:

- SSC meetings and approvals
- Annual Title I parent meetings
- Surveys and advisory input

Allowable uses include professional development for staff, family workshops, translation services, and collaboration with community-based organizations. When CUSD's Title I allocation exceeds \$1 million, no less than 90 percent of the reserved engagement funds will be allocated directly to Title I schools.

Section H - School-Parent Compact: Each Title I school jointly develops a School-Parent Compact with families. This compact outlines shared responsibilities for supporting student academic achievement and encourages communication between school and home.

If you would like more information about this policy or how to become involved, please contact the Coordinator II, Title I at (949) 234-9423.

Michael Gomez, Ed.D.
Executive Director, State & Federal Programs

Date: August 19, 2025