



CAPISTRANO UNIFIED SCHOOL DISTRICT

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

2025-2026

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])

The Capistrano Unified School District (CUSD) has developed jointly with, agreed on with, and distributed to parents/guardians and family members of participating children, an LEA-level written parent and family engagement policy and program. (20 USC 6318(a)(2)) The District involves parents through the Annual Survey, engagement of various parent groups, the annual Title I meeting, District English Language Advisory Committee, Continuous Improvement Council, and ThoughtExchange. The policy is distributed annually through First Day Packets, Messenger, and Talking Points at the start of each school year. It is available on the District website under Board Policy 6020: Parent/Guardian and Family Engagement and linked on the District's Title I webpage. The policy can be provided in additional languages or alternate formats upon request. CUSD incorporates the Parent/Guardian and Family Engagement policy into the LEA Plan by gathering parental input from the above sources. (20 USC 6312, 6318(a)(2)) 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.

To involve parents and family members in the Title I program at CUSD, the following practices have been established:

- A. CUSD 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])
 - Input from Title I parents during School Site Council (SSC) and English Learner Advisory Committee (ELAC) meetings.
 - Input during the District Annual Title I Meeting.
 - Input to help shape The Local Control and Accountability Plan (LCAP).
 - Input to address Improvement plans for schools identified for Comprehensive or Targeted Support and Improvement (CSI/TSI)

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- Provide schools with operating guidelines and federal requirements for SSC, ELAC, and Title I requirements at school sites, requiring parent/guardian members on the SSC to be trained at the first official meeting.
 - Provide parents, students, and school staff with the opportunity to provide feedback on school climate and student learning matters. The District and schools will use the data to develop support and improvement.
 - School Data Conversation with Parents/Guardians: Provide opportunities to increase parent/guardian awareness of available school data, such as how student data can be used in goal setting, School Plan for Student Achievement (SPSA) plan writing, and monitoring.
 - Ensure balanced parent participation in SSC.
 - Understanding school budgets and SPSA program alignment.
 - Provide training in multiple languages to ensure all parents understand the planning process and can contribute meaningfully.
- B. CUSD 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])

- **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.

- C. To the extent feasible and appropriate, CUSD 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])

CUSD partners with the following programs to ensure consistent, coordinated support for students from preschool through high school:

- Early childhood providers (State Preschool, TK, local childcare)
- Community agencies (wellness centers, libraries, cultural organizations)
- Expanded Learning Opportunities Programs (ELOP)
- McKinny-Vento

- D. CUSD 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])

CUSD annually evaluates the content and effectiveness of this policy and uses feedback to revise and improve practices. Input is gathered from School Site Council, and District Title I Parent/Guardian meetings, as well as gathering input from climate surveys and various advisory committees.

CUSD will continually identify:

- Barriers to greater parent/guardian participation in Title I schools, with particular attention to parents/guardians who are economically disadvantaged, disabled, have limited English proficiency, limited literacy, or are of any racial or ethnic minority background. (20 USC 6318 (a)(2)(D)(i)) CUSD will provide support and professional development for District and school staff regarding parent/guardian and family engagement, emphasizing subgroups with low participation in district and school activities.
- The needs of parents/guardians and family members to assist with their children's learning, including engaging with school personnel and teachers.

(20 USC 6318 (a)(2)(D)(ii) CUSD will promote the completion and share results of the parent surveys/committees developed by schools and the District to capture parent/guardian feedback on school-level parent/guardian engagement experiences, programs, and practices.

- Strategies to support successful school and family interactions. (20 USC 6318 (a)(2)(D)(iii) CUSD will continually collaborate with community-based or other organizations in improving and increasing parent/guardian and family engagement.

E. CUSD 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])

Findings are used to design evidence-based strategies for engagement and to revise this Parent Family Engagement Policy and the Local Control Accountability Plan Federal Addendum. Best practices are shared across schools for strengthening school-based parent/guardian engagement and communication between schools and families.

F. CUSD 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])

CUSD staff will encourage parent and family participation in School Site Councils (SSC), English Learner Advisory Committees (ELAC), and 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, these groups reflect our diverse student population and advise on school planning, funding decisions, and parent engagement practices. These opportunities ensure parents/guardians and family members are knowledgeable about resources, data, social-emotional resources, volunteer programs, graduation requirements, Aeries Parent Portal, opportunities to participate in school governance, Uniform Complaint Procedures and policies, State standards, assessments, and special programs. Materials and meetings are provided in multiple languages.

CUSD 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])

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.

- B. Inform parents/guardians that they can directly affect the success of their children's learning by providing parents/guardians 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))

Parent-Teacher Meetings: Encourage regular, personalized meetings between parents/guardians and teachers to discuss student progress and strategies for home support.

Online Portals: Utilize online portals where parents/guardians can access information about their child's performance and resources to aid in learning.

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

Communication Platforms: Use platforms such as emails, newsletters, school websites, and apps to keep parents/guardians informed and involved.

Regular Updates: Provide regular updates on student progress, upcoming events, and ways parents/guardians can participate.

Parent-Teacher Conferences: Schedule frequent conferences and ensure they are accessible to all parents/guardians, offering virtual options if needed.

- D. Train teachers, school administrators, specialized instructional support

personnel, and other staff to communicate effectively with parents as equal partners. (EC § 11502[d])

Professional Development: Conduct regular training sessions on effective communication skills and cultural competency.

- E. Integrate and coordinate parent and family engagement activities with the local control and accountability plan (LCAP), as applicable, with other programs. (EC § 11502[e])

Joint Planning: Involve parents/guardians in the planning and development of the LCAP to ensure their perspectives and needs are considered.

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])

CUSD 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.

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]), which may include conducting training sessions for teachers and staff on effective parent/guardian and family engagement strategies.
- 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]), which may include encouraging parents/guardians to use the Family Resource Center to access resources, receive training, receive language support, and participate in educational activities.
- 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]), which may include distributing a newsletter highlighting parenting events and practices.
- 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]), which may include facilitating community forums and roundtable discussions to foster collaboration between schools and external organizations.

- 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]), may include conducting needs assessments to identify specific barriers to parent/guardian engagement and developing targeted strategies to address them.

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.

Board Approved: November 19, 2025