



Title I, Part A District-Level Parent and Family Engagement Policy

January, 2026

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

Schools Participating in Title I, Part A Funded Programs

1.1 Chico Unified School District (CUSD) has developed a written Title I parent and family engagement strategy with input from parents and family members of participating children. *(20 U.S.C. § 6318[a][2])*

Input is gathered through family surveys, discussion forums, and reviewed with the English Learner Advisory Council (ELAC), District English Learner Advisory Committee (DELAC), and site parent advisory committees. Parent Square via Aeries, a Parent Folder on Aeries for parents to go to for current information/translations, more support on Parent Square for English Learner parents. Parent Square can also create an ELD group to send messages to parents. Put a video on the website in multiple languages to introduce parents to Parent Square. Increase parent participation by having communication pre-translated. Have a table at events with strong attendance, like a holiday event or back to school night, and promote participation with prizes. Use a QR code on flyers. Distribute information District-wide. Make phone calls instead of Parent Square. Host tech nights with chromebooks, apps in home language hosted by schools. Parent volunteers can assist.

CUSD has distributed the policy to parents and family members of children served under Title I, Part A. *(20 U.S.C. § 6318[a][2])*

The policy is distributed to families through the annual notification, site newsletters, student-family handbooks, and posted on the district's website. Parent Square, school Facebook page/social media, get more interest with ELAC/DELAC.

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

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a. The district shall incorporate the parent and family engagement policy into the district's plan. *(20 U.S.C. § 6318[a][2])*

CUSD includes a goal about improving family engagement in the Local Control and Accountability Plan (LCAP). This goal includes actions, services, and expenditures addressing family engagement, including meaningful participation and opportunities to provide input on decisions. Actions and strategies are also included in the LCAP Federal Addendum. Parents don't think that they HAVE to be here.

b. CUSD involves parents and family members in the joint development of the district's planning efforts and in the process of school review and improvement. *(20 U.S.C. § 6318[a][2][A])*

CUSD annually surveys parents and family members to gather feedback about what is working and areas of improvement around the LCAP, the LCAP Federal Addendum, as well as school goals and actions. Stakeholder feedback is also gathered at school meetings, district and school parent advisory committee meetings, School Site Council meetings, and through other means. The information gathered is used to revise the district's LCAP, the LCAP Federal Addendum, and the sites' School Plan for Student Achievement (SPSA). More parents need to be involved in the survey. Utilize parent volunteers to host tech nights, chair tables at high attendance events to encourage more parents to participate in the survey. Promote participation with prizes. Make phone calls instead of Parent Square. Secondary needs more support. Secondary does not have the same support that elementary does, especially with newcomers. Having small groups like they do in elementary with a focus on each content area. Having a study hall ELD class. Academic support class with newcomers grouped together. Utilize prime time at middle schools and group together.

c. CUSD provides coordination, technical assistance (TA), and other support necessary to assist and build the capacity of all participating schools within the district 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])*

District staff work collaboratively with site administrators to plan and implement parent and family engagement activities. Activities include Coffee with the Principal, Literacy/Math nights, parent information nights and workshops, and family events. Activities for each site are described in the school's parent and family engagement policy, school-parent compact, and are included in the School Plan for Student Achievement.

d. CUSD 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])

Parent and family engagement activities for all programs, including State Preschool, English Learners, Special Education, Homeless and Foster Youth, and Career Technical Education, are coordinated with those offered through Title I, Part A.

e. 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, including identifying the following: *(20 U.S.C. § 6318[a][2][D])*

i. 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])

The district annually gathers input and feedback from stakeholders through the LCAP survey, discussion forums, as well as site and district advisory committees to evaluate the effectiveness of the parent and family engagement policy. Barriers are identified through this process and actions put into address the needs of families, such as holding meetings at different sites, providing child care, and ensuring information is provided in a language and format easily understood by families. Offering a Zoom participation to all meetings would help parents unable to attend meetings in person. Transportation barriers could be possible. Both options of meeting were expressed as needs. Technical training on devices has been requested to support parents'

needs with technology. Another barrier to address is to include more of our translators that have been added in multiple languages.

- ii. 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])

District Targeted Case Managers work with our families to support them with strategies to engage with the school. Strategies include questions to ask during parent conferences, how to contact their child's teacher, and assistance with completing school forms. During conferences we could utilize Artificial Intelligence devices to help support parents (ear buds) during conferences. Use of apps that translate at the same time as the meeting occurs. Training needs for our parents to know the apps to use. Microsoft Translator (will improve for large group settings).

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

Each school develops a site parent and family engagement policy and school-parent compact designed to meet the needs of their families. Schools host family information nights, such as Math or Literacy Night, informal meetings with the principal, and other opportunities for families to engage with the staff. The compact describes how families and school staff share the responsibility for improving student achievement and how the school and families will collaborate to assist students achieve the state academic standards. This is the district's job to ensure principals are making this happen on sites. Parent Square could be used specifically for those schools with less than 21 English Learners. Another suggestion for schools with less than 21 English Learners is to host a meeting/family dinner to support.

- f. CUSD 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])

The results of the evaluation are used to design evidence-based strategies to improve family engagement, and revise the parent and family engagement policy, as needed.

g. 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])*

Each school designates family members to serve on the District English Learner Advisory Committee (DELAC). The DELAC reviews the results of the annual evaluation and input from stakeholders and using this information to develop, revise, and review the parent and family engagement policy.

Title I and Non-Title I Schools

1.2 The district policy on parent and family engagement for all schools (Title I and non-Title I) in the district shall be consistent with the following goals and purposes: *(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])*

All schools develop site parent and family engagement plans and school-parent compacts to address the needs of parents at their school. Each school offers parent and family engagement activities to assist families with supporting learning at home. Information and resources are shared with families at parent information nights, Literacy and Math nights, parent-teacher conferences, parent workshops, as well as on the website and materials sent home. During conferences we could utilize Artificial Intelligence devices to help support parents (ear buds) during conferences. Use of apps that translate at the same time as the meeting occurs. Training needs for our parents to know the apps to use. More TCMs at school. TCMS are all now full time.

b. Inform parents and family members they can directly affect the success of their children's learning, by providing parents with techniques and strategies they may utilize to improve their children's academic success and to assist their children in learning at home. *(EC § 11502[b])*

Information and resources are provided to parents on strategies to assist their children's learning at home through parent meetings and family nights. The Targeted Case Managers support schools with identifying techniques and strategies parents can use at home. This year CUSD added the All Star Parent Classes at Rosedale and Emma Wilson. This program supports multiple ways parents can assist and support their children to be successful. This program also provides an opportunity to learn from each other and support each other. All Star Parent is now district wide and at PV in English and Spanish.

- 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])*

Each school has a Targeted Case Manager who serves as a liaison with families to assist with home-school communication as well as connect them to additional resources both at the school and in the community. Information about the effectiveness of communication at each site is contained in the annual LCAP survey and used to improve services annually. Addition of AI pieces or apps that parents can utilize to communicate with the staff and teachers. Same day reminders of school activities to parents would be appreciated. Increase TCM time as needed.

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

The Targeted Case Managers assist teachers and administrators on evidence-based strategies for effectively communicating with families. Trainings are welcomed and supported for on-going improvement. Our Needs Assessment will help determine if staff is communicating well or needs improvement.

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

Each site annually develops a School Plan for Student Achievement (SPSA) which include goals, actions, strategies, and expenditures for family engagement in addition to goals to improve academic achievement

and the learning environment. One suggestion is to make the plans concise and smaller to read and understand. English classes for parents.

Allocation of Title I, Part A Funds

1.3 Districts receiving more than \$500,000 in Title I, Part A funds shall reserve at least one percent of its allocation to carry out parent and family engagement activities.

(20 U.S.C. § 6318[a][3][A])

The district reserves at least one percent of the Title I, Part A allocation to support district-wide family engagement activities. Family engagement activities are included in the district's LCAP and the LCAP Federal Addendum.

1.4 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. § 6318[a][3][B])*

Each school designates family members to serve on the District English Learner Advisory Committee (DELAC). This committee reviews input gathered from stakeholders about family engagement activities. This information is used to annually update the LCAP and the LCAP Federal Addendum, including the actions and services for family engagement.

1.5 Not less than 90 percent of the funds reserved shall be distributed to schools served with priority given to high-need schools.

(20 U.S.C. § 6318[a][3][C])

The district distributes 90 percent of the Title I, Part A funds to schools based on a funding formula. Schools are ranked based on poverty level.

1.6 Funds reserved by the district shall be used to carry out activities and strategies consistent with the district'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 district and school personnel regarding parent and family engagement strategies. *(20 U.S.C. § 6318[a][3][D][i])*

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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 the district determines are appropriate and consistent with the parent and family engagement policy. *(20 U.S.C. § 6318[a][3][D][v])*

Funds reserved by the district for family engagement activities are used to support the activities and strategies addressed in this policy.