

REGULATION 6020: Parental Involvement
Comparison Chart
 Section: Instruction

SUMMARY OF UPDATE

Summary of Update: Regulation updated to revise the section on "District Strategies for Title I Schools," including moving and adding strategies under item #2 to reflect means by which the district may provide coordination, technical assistance, and other support to build school capacity for parent involvement activities, and adding strategies under item #5 to reflect means by which the district may use evaluation findings to design evidence-based strategies for more effective parent/guardian and family involvement. Section on "School-Level Strategies for Title I Schools" revises item #7 to include strategies formerly in section on "District Strategies for Title I Schools." Minor changes made throughout section on "District Strategies for Non-Title I Schools" to more directly reflect law.

CSBA NOTE: The following administrative regulation contains parent/guardian and family engagement strategies that meet legal requirements applicable to districts and schools receiving federal Title I funds and those that do not receive Title I funds. The district should use and adapt the section(s) applicable to its circumstances. If desired, the district may develop one set of strategies applicable to all schools, provided that all the provisions required by law for both types of schools are included.

PARA	Section	Sub-Section	May 8, 2007 CURRENT VERSION	May 2020 REVISED VERSION	CSBA MODIFICATIONS and/or NOTES
			<u>District Strategies for Title I Schools</u>	No change	
1			To ensure that parents/guardians of students participating in Title I programs are provided with opportunities to be involved in their children's education, the Superintendent or designee shall:	To ensure that parents/guardians and family members of students participating in Title I programs are provided with opportunities to be involved in their children's education, the district shall:	CSBA NOTE: The following section is for use by districts that receive Title I, Part A, funds. 20 USC 6318 mandates that such districts develop a policy, jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means by which the district will address the components specified in items #1-6 below. Under each required component below are optional strategies for addressing the component, which should be modified to reflect the specific strategies jointly developed by the district and the parents/guardians and family members of participating students. In the state's Federal Program Monitoring

				process, California Department of Education (CDE) staff will check to ensure that the district has identified such strategies.
	1	Involve parents/guardians of participating students in the joint development of the Title I local educational agency (LEA) plan pursuant to 20 USC 6312 and the process of school review and improvement pursuant to 20 USC 6316.	Involve parents/guardians and family members in the joint development of a district plan that meets the requirements of 20 USC 6312 and in the development of school support and improvement plans pursuant to 20 USC 6311.	CSBA NOTE: Pursuant to 20 USC 6318, districts must involve parents/guardians and family members in the development of the Title I local educational agency (LEA) plan described in 20 USC 6312; also see BP 6171 - Title I Programs. In California, all the requirements of the LEA plan are addressed in an addendum to the local control and accountability plan (LCAP). See BP 0460 - Local Control and Accountability Plan for further information about the development of the LCAP, including requirements for consultation with parents/guardians and other stakeholders and for the establishment of a parent advisory committee and English learner parent advisory committee.
	1	The Superintendent or designee may:	No change	
		a Establish a district-level committee including parent/guardian representatives from each school site to review and comment on the LEA plan in accordance with the review schedule established by the Governing Board	In accordance with Education Code 52063, establish a district-level parent advisory committee and, as applicable, an English learner parent advisory committee to review and comment on the district's local control and accountability plan (LCAP) in accordance with the review schedule established by the Governing Board	
		b Invite input on the LEA plan from other district committees and school site councils	Invite input on the plan from other district committees and school site councils	
		c Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the LEA plan and the opportunity to provide input	Communicate with parents/guardians through the district newsletter, web site, or other methods regarding the plan and the opportunity to provide input	

	d	Provide copies of working drafts of the LEA plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand	Provide copies of working drafts of the plan to parents/guardians in an understandable and uniform format and, to the extent practicable, in a language the parents/guardians can understand	
	e	Ensure that there is an opportunity at a public Board meeting for public comment on the LEA plan prior to the Board's approval of the plan or revisions to the plan	Ensure that there is an opportunity at a public Board meeting for public comment on the plan prior to the Board's approval of the plan or revisions to the plan	
	f	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	Ensure that school-level policies on parent/guardian and family engagement 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 to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance	Provide coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent/guardian and family engagement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations or individuals with expertise in effectively engaging parents/guardians and family members in education	
2		The Superintendent or designee may:	No change	
	a	Assign person(s) in the district office to serve as a liaison to the schools regarding Title I parent involvement issues	Assign district personnel to serve as a liaison to the schools regarding Title I parent/guardian and family engagement issues	
	b	Provide training for the principal or designee of each participating school regarding Title I requirements for parent involvement, leadership strategies, and communication	Identify funding and other resources, including community resources and services, that may be used to strengthen district and	

			skills to assist him/her in facilitating the planning and implementation of parent involvement activities	school parent/guardian and family engagement programs	
		c	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	Provide training for the principal or designee of each participating school regarding Title I requirements for parent/guardian and family engagement, leadership strategies, and communication skills to assist in facilitating the planning and implementation of related activities	
				d. With the assistance of parents/guardians, provide information and training to teachers and other staff regarding effective parent/guardian involvement practices and legal requirements	New section added
		d	Provide information to schools about the indicators and assessment tools that will be used to monitor progress	No change	
	3		Build the capacity of schools and parents/guardians for strong parent involvement.	To the extent feasible and appropriate, coordinate and integrate Title I parent/guardian and family engagement strategies with parent/guardian and family engagement strategies of other relevant federal, state, and local programs and ensure consistency with federal, state, and local laws (20 USC 6318)	
	3		The Superintendent or designee shall:	No change	
		a	Assist parents/guardians in understanding such topics as the state's academic content 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	Identify overlapping or similar program requirements	

	b	Provide materials and training to help parents/guardians work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parent involvement	Involve district and school site representatives from other programs to assist in identifying specific population needs	
	c	Educate teachers, student services personnel, principals, and other staff, with the assistance of parents/guardians, in the value and utility of parent/guardian contributions 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 and the schools	Schedule joint meetings with representatives from related programs and share data and information across programs	
	d	To the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in more fully participating in their children's education	Develop a cohesive, coordinated plan focused on student needs and shared goals	
	e	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 practicable, in a language the parents/guardians can understand	Delete	
	f	Provide other such reasonable support for parent involvement activities as parents/guardians may request	Delete	

		g	Inform parents/guardians and parent organizations of the existence and purpose of parent information and resource centers in the state that provide training, information, and support to parents/guardians of participating students	Delete	
	3		In addition, the Superintendent or designee may:	Delete	
		a	Involve parents/guardians in the development of training for teachers, principals, and other educators to improve the effectiveness of such training	Delete	
		b	Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training	Delete	
		c	Pay reasonable and necessary expenses associated with parent involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions	Delete	
		d	Train parents/guardians to enhance the involvement of other parents/guardians	Delete	
		e	Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students	Delete	
		f	Adopt and implement model approaches to improving parent involvement	Delete	
		g	Establish a district-wide parent advisory council to provide advice on all matters	Delete	

			related to parent involvement in Title I programs		
		h	Develop appropriate roles for community-based organizations and businesses in parent involvement activities	Delete	
		i	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	Delete	
		j	Provide a master calendar of district activities and district meetings	Delete	
		k	Provide information about opportunities for parent involvement through the district newsletter, web site, or other written or electronic means	Delete	
		l	Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions	Delete	
		m	To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians as needed	Delete	
		n	Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions	Delete	
		o	Regularly evaluate the effectiveness of staff development activities related to parent involvement	Delete	

		p	Include expectations for parent/guardian outreach and involvement in staff job descriptions and evaluations	Delete	
	4		Coordinate and integrate Title I parent involvement strategies with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Program for Preschool Youngsters, Parents as Teachers Program, public preschool, and other programs.	Conduct, with meaningful involvement of parents/guardians and family members, an annual evaluation of the content and effectiveness of the parent/guardian and family engagement policy in improving the academic quality of the schools served by Title I, including identification of:	
	4		The Superintendent or designee may:	Delete	
		a	Identify overlapping or similar program requirements	Barriers to greater participation in parent/guardian and family engagement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background	
		b	Involve district and school site representatives from other programs to assist in identifying specific population needs	The needs of parents/guardians and family members, so they can better assist with their children's learning and engage with school personnel and teachers	
		c	Schedule joint meetings with representatives from related programs and share data and information across programs	Strategies to support successful school and family interactions	
		d	Develop a cohesive, coordinated plan focused on student needs and shared goals		
				The Superintendent or designee may:	New section
				a. Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications	New section

			b. Gather and monitor data regarding the number of parents/guardians and family members participating in district activities and the types of activities in which they are engaged	New section
			c. Recommend to the Board measures to evaluate the impact of the district's parent/guardian and family engagement efforts on student achievement	New section
			The Superintendent or designee shall notify parents/guardians of this review and assessment through regular school communications mechanisms and shall provide a copy of the assessment to parents/guardians upon their request.	New section CSBA NOTE: Although it is not mandated to be included in the district's policy or regulation, the following paragraph reflects a legal requirement of Education Code 11503 pertaining to evaluation of the district's parent/guardian involvement efforts.
	5	Conduct, with involvement of parents/guardians, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools served by Title I.	Use the findings of the evaluation conducted pursuant to item #4 above to design evidence-based strategies for more effective parent/guardian and family involvement and, if necessary, to revise the parent/guardian and family engagement policy	
	5	The Superintendent or designee shall:	No change	
		a	Ensure that the evaluation include the identification of barriers to greater participation in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background	Analyze data from the evaluation to identify parent/guardian and family engagement activities that have been successful and those activities that have had lower participation or less meaningful involvement by parents/guardians
		b	Use the evaluation results to design strategies for more effective parent involvement and, if	Analyze parent/guardian and family participation to determine the level of

		necessary, to recommend changes in the parent involvement policy	participation by traditionally underrepresented groups	
		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	With the involvement of parents/guardians, recommend and draft proposed policy revisions to submit to the Board for consideration	
	5	The Superintendent or designee may:	Delete	
		a Use a variety of methods, such as focus groups, surveys, and workshops, to evaluate the satisfaction of parents/guardians and staff with the quality and frequency of district communications	Delete	
		b Gather and monitor data regarding the number of parents/guardians participating in district activities and the types of activities in which they are engaged	Delete	
		c Recommend to the Board measures to evaluate the impact of the district's parent involvement efforts on student achievement	Delete	
	6	Involve parents/guardians in the activities of schools served by Title I.	Involve parents/guardians in the activities of schools served by Title I, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents/guardians or family members served by the district to adequately represent the needs of the population served by the district for the purposes of developing, revising, and reviewing the parent/guardian and family engagement policy	
	6	The Superintendent or designee may:	The Superintendent or designee may:	

		a	Include information about school activities in district communications to parents/guardians	Include information about school activities in district communications to parents/guardians and family members	
		b	To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians with special needs	To the extent practicable, assist schools with translation services or other accommodations needed to encourage participation of parents/guardians and family members	
		c	Establish processes to encourage parent/guardian input regarding their expectations and concerns for their children	No change	
2			The district's Board policy and administrative regulation containing parent involvement strategies shall be incorporated into the LEA plan and distributed to parents/guardians of students participating in Title I programs.	In addition, the district shall promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement by implementing the actions specified in item #7 of the section "School-Level Policies for Title I Schools" below.	
			<u>School-Level Policies for Title I Schools</u>	No change	
1			At each school receiving Title I funds, a written policy on parent involvement shall be developed jointly with and agreed upon by parents/guardians of participating students. Such policy shall describe the means by which the school will:	At each school receiving Title I funds, a written policy on parent/guardian and family engagement shall be developed jointly with the parents/guardians and family members of participating students. The school policy shall describe the means by which the school will:	CSBA NOTE: The following section is for use by districts that receive federal Title I, Part A funds. 20 USC 6318 requires that each individual school receiving Title I funds have a written parent/guardian and family engagement policy, developed jointly with and agreed upon by parents/guardians and family members of participating students, that describes the means for carrying out the requirements of 20 USC 6318(c) through (f), reflected in items #1-8 below. The following section lists the required components but does not include specific strategies since those should be added by each school. Schools may also use a template available on the web site of the California Department of Education,

				Title I School-Level Parental Involvement Policy, to develop the school-level policy.
	1	Convene an annual meeting, at a convenient time, to which all parents/guardians of participating students shall be invited and encouraged to attend, in order to inform parents/guardians of their school's participation in Title I and to explain Title I requirements and the right of parents/guardians to be involved	No change	
	2	Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent involvement	Offer a flexible number of meetings, such as meetings in the morning or evening, for which related transportation, child care, and/or home visits may be provided as such services relate to parent/guardian involvement	
	3	Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent involvement policy and, if applicable, the joint development of the plan for school-wide programs pursuant to 20 USC 6314.	Involve parents/guardians in an organized, ongoing, and timely way in the planning, review, and improvement of Title I programs, including the planning, review, and improvement of the school's parent/guardian and family engagement policy and, if applicable, the joint development of the plan for school-wide programs pursuant to 20 USC 6314	CSBA NOTE: As provided in item #3 below, 20 USC 6318 requires parent/guardian involvement in the development of the comprehensive plan required by 20 USC 6314 for school-wide programs. Under state law (Education Code 64001), this plan must be incorporated into the school plan for student achievement covering all categorical programs in the state's consolidated application; see AR 6171 - Title I Programs and BP/AR 0420 - School Plans/Site Councils for further information about the development of this plan.
	3	The school may use an existing process for involving parents/guardians in the joint planning and design of the school's programs provided that the process includes adequate representation of parents/guardians of participating students.	No change	
	4	Provide the parents/guardians of participating students all of the following:	No change	

	a	Timely information about Title I programs	No change	
	b	A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet	A description and explanation of the school's curriculum, forms of academic assessment used to measure student progress, and the achievement levels of the state academic standards.	
	c	If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education, and, as soon as practicably possible, responses to the suggestions of parents/guardians	If requested by parents/guardians, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions related to their children's education. The district shall respond to any such suggestions as soon as practicably possible.	
5		If the school-wide program plan is not satisfactory to the parents/guardians of participating students, submit any parent/guardian comments when the school makes the plan available to the district	No change	
6		Jointly develop with the parents/guardians of participating students a school-parent compact that outlines how parents/guardians, the entire school staff, and students will share responsibility for improved student academic achievement and the means by which the school and parents/guardians will build a partnership to help students achieve state standards	No change	CSBA NOTE: 20 USC 6318 requires Title I schools to develop a school-parent compact as provided in item #6. U.S. Department of Education non-regulatory guidance, Parental Involvement: Title I, Part A, provides a sample template that schools may use in the development of the school-parent compact.
6		This compact shall address:	No change	
	a	The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's student academic achievement standards	The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating students to achieve the state's challenging academic achievement standards	

		b	Ways in which parents/guardians will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television viewing; volunteering in the classroom; and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time	Ways in which parents/guardians will be responsible for supporting their children's learning, volunteering in the classroom, and participating, as appropriate, in decisions related to their children's education and the positive use of extracurricular time	
		c	The importance of communication between teachers and parents/guardians on an ongoing basis through, at a minimum:	No change	
		c (1)	Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as it relates to the student's achievement	No change	
		c (2)	Frequent reports to parents/guardians on their children's progress	No change	
		c (3)	Reasonable access to staff, opportunities to volunteer and participate in their child's classroom, and observation of classroom activities	No change	
				c (4) Regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand	New section
	7		Build the capacity of the school and parents/guardians for strong parent involvement by implementing the activities described in items #3a-f in the section "District Strategies for Title I Schools" above	Promote the effective involvement of parents/guardians and support a partnership among the school, parents/guardians, and the community to improve student achievement through the following actions:	
				a. Assist parents/guardians in understanding such topics as the state academic standards, state and local academic assessments, the requirements of Title I, and how to monitor a	New section

			child's progress and work with educators to improve the achievement of their children	
			b. Provide parents/guardians with materials and training, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to help them work with their children to improve their children's achievement	New section
			c. With the assistance of parents/guardians, educate teachers, specialized instructional support personnel, principals and other school leaders, and other staff, in the value and utility of parent/guardian contributions 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 and the schools	New section
			d. To the extent feasible and appropriate, coordinate and integrate parent/guardian involvement programs and activities with other federal, state, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents/guardians in fully participating in their children's education	New section
			e. 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 practicable, in a language the parents/guardians can understand	New section

			f. Provide other such reasonable support for parent/guardian involvement activities as parents/guardians may request	New section
			In addition, the school plan may include strategies to:	New section CSBA NOTE: Items #7a-q below are optional and should be revised to reflect district practice. Items #7a-h are authorized, but not required, by 20 USC 6318.
			a. Provide necessary literacy training, using Title I funds if the district has exhausted all other reasonably available sources of funding for such training	New section
			b. Pay reasonable and necessary expenses associated with parent/guardian involvement activities, including transportation and child care costs, to enable parents/guardians to participate in school-related meetings and training sessions	New section
			c. Train parents/guardians to enhance the involvement of other parents/guardians	New section
			d. Arrange school meetings at a variety of times or, when parents/guardians are unable to attend such conferences, conduct in-home conferences between parents/guardians and teachers or other educators who work directly with participating students, in order to maximize parent/guardian involvement and participation	New section
			e. Adopt and implement model approaches to improving parent/guardian involvement	New section
			f. Establish a parent advisory council to provide advice on all matters related to parent/guardian involvement in Title I programs	New section

				g. Develop appropriate roles for community-based organizations and businesses in parent/guardian involvement activities	New section
				h. Make referrals to community agencies and organizations that offer literacy training, parent/guardian education programs, and/or other services that help to improve the conditions of parents/guardians and families	New section
				i. Provide a master calendar of district/school activities and meetings	New section
				j. Provide information about opportunities for parent/guardian and family engagement through the district newsletter, web site, or other written or electronic means	New section
				k. Engage parent-teacher organizations to actively seek out and involve parents/guardians through regular communication updates and information sessions	New section
				l. To the extent practicable, provide translation services at school sites and at meetings involving parents/guardians and family members as needed	New section
				m. Provide training and information to members of district and school site councils and advisory committees to help them fulfill their functions	New section
				n. Provide ongoing workshops to assist school site staff, parents/guardians, and family members in planning and implementing improvement strategies, and seek their input in developing the workshops	New section

			o. Regularly evaluate the effectiveness of staff development activities related to parent/guardian and family engagement	New section
	8	To the extent practicable, provide full opportunities for the participation of parents/guardians with limited English proficiency, parents/guardians with disabilities, and parents/guardians of migrant children, including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand	To the extent practicable, provide opportunities for the informed participation of parents/guardians and family members (including parents/guardians and family members with limited English proficiency, parents/guardians and family members with disabilities, and parents/guardians and family members of migrant children), including providing information and school reports required under 20 USC 6311(h) in a format and language such parents/guardians can understand	
	8	If the school has a parent involvement policy that applies to all parents/guardians, it may amend that policy to meet the above requirements.	No change	
	2	Each school's parent involvement policy shall be made available to the local community and distributed to parents/guardians of participating students in an understandable and uniform format and, to the extent practicable, provided in a language the parents/guardians can understand.	Delete	
	3	Each school receiving Title I funds shall annually evaluate the effectiveness of its parent involvement policy. Such evaluation may be conducted during the process of reviewing the school's single plan for student achievement in accordance with Education Code 64001.	Each school receiving Title I funds shall annually evaluate the effectiveness of its parent/guardian and family engagement policy. Such evaluation may be conducted during the process of reviewing the school plan for student achievement in accordance with Education Code 64001.	CSBA NOTE: The following paragraph is optional. Education Code 64001 requires that the school plan for student achievement covering the categorical programs in the state's consolidated application, including Title I school-wide programs, be annually reviewed by the school site council and submitted to the Board for approval; see BP/AR 0420 - School Plans/Site Councils.

4		The principal or designee, jointly with parents/guardians of participating students, shall periodically update the school's policy to meet the changing needs of parents/guardians and the school.	The school's policy shall be periodically updated to meet the changing needs of parents/guardians and the school.	
		<u>District Strategies for Non-Title I Schools</u>	No change	
1		For each school that does not receive federal Title I funds, the Superintendent or designee shall, at a minimum:	No change	CSBA NOTE: The following section is for use by districts that do not receive any Title I funds or that have one or more individual schools that do not receive Title I funds. Education Code 11504 mandates the Board to adopt a policy on parent/guardian involvement, applicable to each school that does not receive Title I funds, that is consistent with the purposes and goals in Education Code 11502 as reflected in items #1-5 below. Sub-items under items #1-5 are optional strategies for carrying out the legal requirement and should be revised to reflect district practice. The district may instead develop one administrative regulation applicable to both Title I and non-Title I schools, provided it meets the requirements below and in the sections above.
	1	Engage parents/guardians positively in their children's education by helping them develop skills to use at home that support their children's academic efforts at school and their children's development as responsible members of society.	Engage parents/guardians and family members positively in their children's education by providing assistance and training on topics such as state academic standards and assessments to increase their knowledge and skills to use at home to support their children's academic efforts at school and their children's development as responsible members of society	
	1	The Superintendent or designee may:	No change	
		a Provide or make referrals to literacy training and/or parent education programs designed to improve the skills of parents/guardians and	No change	

		enhance their ability to support their children's education		
		b Provide information, in parent handbooks and through other appropriate means, regarding academic expectations and resources to assist with the subject matter	No change	
		c Provide parents/guardians with information about students' class assignments and homework assignments	No change	
	2	Inform parents/guardians that they can directly affect the success of their children's learning, by providing them with techniques and strategies that they may use to improve their children's academic success and to assist their children in learning at home.	No change	
	2	The Superintendent or designee may:	No change	
		a Provide parents/guardians with information regarding ways to create an effective study environment at home and to encourage good study habits	Provide parents/guardians with information regarding ways to create an effective study environment for their children at home and to encourage good study habits	
		b Encourage parents/guardians to monitor their children's school attendance, homework completion, and television viewing	No change	
		c Encourage parents/guardians to volunteer in their child's classroom and to participate in school advisory committees	No change	
	3	Build consistent and effective communication between the home and school so that parents/guardians may know when and how to assist their children in support of classroom learning activities	Build consistent and effective two-way communication between the home and school so that parents/guardians and family members may know when and how to assist their children in support of classroom learning activities	
	3	The Superintendent or designee may:	No change	

	a	Ensure that teachers provide frequent reports to parents/guardians on their children's progress and hold parent-teacher conferences at least once per year with parents/guardians of elementary school students	No change	
	b	Provide opportunities for parents/guardians to observe classroom activities and to volunteer in their child's classroom	No change	
	c	Provide information about parent involvement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications	Provide information about parent/guardian and family engagement opportunities through district, school, and/or class newsletters, the district's web site, and other written or electronic communications	
	d	To the extent practicable, provide notices and information to parents/guardians in a format and language they can understand	No change	
	e	Develop mechanisms to encourage parent/guardian input on district and school issues	No change	
	f	Identify barriers to parent/guardian participation in school activities, including parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background	Identify barriers to parent/guardian and family participation in school activities, including parents/guardians and family members who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background	
	g	Encourage greater parent/guardian participation by adjusting meeting schedules to accommodate parent/guardian needs and, to the extent practicable, by providing translation or interpreter services, transportation, and/or child care	No change	

	4		Train teachers and administrators to communicate effectively with parents/guardians.	Train teachers, administrators, specialized instructional support personnel, and other staff to communicate effectively with parents/guardians as equal partners	
	4		The Superintendent or designee may:	No change	
		a	Provide staff development to assist staff in strengthening two-way communications with parents/guardians, including parents/guardians who have limited English proficiency or limited literacy	No change	
		b	Invite input from parents/guardians regarding the content of staff development activities pertaining to home-school communications	No change	
	5		Integrate parent involvement programs into school plans for academic accountability.	Integrate and coordinate parent/guardian and family engagement activities within the LCAP with other activities	
	5		The Superintendent or designee may:	No change	
		a	Include parent involvement strategies in school reform or school improvement initiatives	Include parent/guardian and family engagement strategies in school reform or school improvement initiatives	
		b	Involve parents/guardians in school planning processes	Involve parents/guardians and family members in school planning processes	