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# Board Cover Memorandum

**To** Board of Education

**From** Kyla Johnson-Trammell, Superintendent  
Sondra Aguilera, Chief Academic Officer  
Raquel Jimenez, Executive Director, Office of Equity

**Meeting Date** September 11, 2024

**Subject** Amendment - Board Policy 6020 - Title I Parent Involvement

**Ask of the Board** Adoption by the Board of Education of Amendment - Board Policy - BP 6020 Title I Parent Involvement – Revision

**Background** Current BP 6020 Title I Parent Involvement is shared annually with families via our Student & Parent Handbook, and must be reviewed and co-developed with parents/caregivers of children participating in Title I programs, per ESEA requirements.

**Discussion** BP 6020 was reviewed and co-developed with parents/caregivers in the Fall of 2023, and policy amendments/edits from this revision were approved by the LCAP PSAC, but not formally adopted by the Board. Staff collected feedback from families participating in Title I programs, via surveys distributed in English, Spanish, Chinese, Vietnamese, Khmer, and Arabic from August 29, 2023 to October 23, 2023. Per the feedback collected, the amendment includes revised language to outdated and/or missing assessments of student learning in Part II, item four.

**Fiscal Impact** No Fiscal Impact

**Attachment(s)**

- Current Board Policy - BP 3020, approved on 4/14/21
- Proposed Amendments to Board Policy 6020 - Title I Parent Involvement (REDLINE)
- Proposed Amendments to Board Policy 6020 - Title I Parent Involvement (CLEAN)

# OAKLAND UNIFIED SCHOOL DISTRICT

## Board Policy

BP 6020  
Instruction

Parent Involvement

### **PART I. GENERAL EXPECTATIONS**

The district shall implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents are valued for integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The district will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
  - Engage with parents on the District LCAP Parent Student Advisory Committee (PSAC) in the evaluation of the district wide parental involvement plan, and in any necessary revisions or additions to the plan.
  - Engage with parents on the District English Language Learner SubCommittee (DELL) English Learner Committee in the evaluation of the district wide parental involvement plan, and in any necessary revisions or additions to the plan.
  - Engage with parents at schools during two district-wide parent feedback

sessions to provide recommendations to the PSAC for adoption.

2. The district will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Actively recruit and support parents to authentically participate on School Site Councils (SSCs) and Site English Language Learner SubCommittees (SELLs).
  - Support PTAs and other parent groups to engage parents in promoting increased academic achievement.
  - Provide opportunities for parent learning that builds understanding and capacity of parents to be involved in the process of school review and improvement
  - Conduct SSC Summit to provide additional support to SSCs of program improvement schools with involvement of parents in school review and improvement
  - Share information on each school's progress in meeting all accountability measures.
  - Provide leadership development opportunities for parents, including annual training on budgets and budget development. The annual training may be provided at the school site, the Regional level or parent engagement conferences.
  - Use district communication tools (e.g. OUSD website) to publicize information about ESEA, required notifications, and LEA addendum
  
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - The California Healthy Kids School (CHKS) Parent Survey shall be used to help identify the specific needs for support in planning and implementing effective parental involvement activities to improve student achievement.
  - District SSCs and SELLs will provide additional feedback on parent involvement needs at the sites. The SSCs and SELLs are encouraged to track in meeting minutes recommendations for additional parent involvement and engagement.
  - The SSC and SELL, with the site administrators shall develop strategies to encourage parents/guardians to sign and return the School Parent Compact required by the Site Plan for Student Achievement (SPSA). The School Parent Compact shall be available for signing at all school events and activities, including Back to School night. The signed

- compacts shall be maintained by the school for the current school year.
  - Provide training for SSC, SELL, PSAC, and DELL members
  - Provide opportunities for learning and professional development for school based family engagement staff on planning and implementing effective parental involvement activities to improve student achievement
  - Develop a learning community for school based family engagement staff that promotes collaboration and coordination
  - Provide training for site based administrators
  - Develop materials and resources to support schools
  - Provide support to schools in developing parent centers by developing a centralized comprehensive family center, and by incubating a network of satellite family centers
4. The district will coordinate and integrate parental involvement strategies and activities in Part A with parental involvement strategies with the following district reading assessments:
- Scholastic Reading Inventory (SRI)
  - Fountas and Pinnell (F & P)
  - Dibels
5. The district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Review relevant data from the district wide parent survey, School Portfolio Manager's census of schools, ongoing assessments and evaluations of implementation activities, family engagement sections of school site plans, etc.
  - Engage with parents about the effectiveness of family engagement practices and activities in schools, at meetings organized by Principals, Family Engagement Coordinators, School Site Councils, Site English Language Learner SubCommittees, PTAs, Parent Leadership Teams, family centers, etc. District must provide translation services, as provided in Board Policy 5124 and Administrative Regulation 5124 at parent/community meetings, The

district and school sites must provide all appropriate documentation in all the standard languages.

- Training for the principal, SSC, SELL, and all other interested parents on categorical funds. The documentation of this training shall be included in the current school site plan (SPSA).
- Encourage the signing of the School Parent Compact to support parent/guardian involvement and engagement.
- Encourage and support parent volunteers at school sites and include in the annual parent guide a statement about the importance of parent volunteers.
- Provide an annual report to the Board of Education on the status and effectiveness of implementation of the OUSD Family Engagement Standards.
- Participate in the revision of the district Parent Involvement Policy, as needed, according to evaluation results.
- Conduct LCAP Parent Student Advisory Committee (PSAC) review of programs in the Consolidated Application with input for budget consideration.

6. The district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators

by undertaking these activities:

- District wide Parent Leadership Conference, including information pertaining to Title I
- Workshops for families such as: Understanding School Performance Framework Reports, Understanding the Annual Cycle of Inquiry and development of the SPSA, Understanding the Standards Based Report Card, Learn to Read your Child's Transcript, etc.
- To help parents understand the State content standards, develop and offer Parent Friendly Standards (K-12) workshops, curriculum, and materials, including workshops on the Common Core curriculum and the Local Control Funding Formula.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Developing and offering programs such as Family Math Nights, Reading Nights, Family Literacy Programs, etc.
  - Providing families with information and materials about how to work with their children to improve academic performance at events such as Back to School Nights, Open Houses, and Academic Parent Teacher Team meetings.
  - Provide materials and training to help parents and teachers work together on student goal setting.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
1. Developing a curriculum and offering training for district and school site staff about how to engage families to increase academic achievement
  2. Producing and disseminating learning materials on family engagement to staff
  3. Normalizing family engagement as part of the discourse on improving academic achievement at schools
  4. Recognizing and publicizing OUSD family engagement successes and its impact on student achievement
  5. Assisting parents in supporting literacy activities at home, e.g. understanding district programs and reading assessments..
  6. Training for teachers and principals on Title One parent rights and responsibilities.
- D. The school district will take action to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

### **PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

The district recognizes that in the context of the rich diversity of our city, families from all racial, ethnic, cultural, economic, and educational backgrounds share common ground in being involved in their children's learning, and in wanting their children to succeed in school and in life. Families can and do have a positive influence on their children's learning. Families can and do influence achievement by holding schools and school districts accountable for high performance. To achieve academic success for all students, we must tap the power of the family.

#### **1. The district and the schools within the district will provide families across the grades levels, from preschool through grade 12, with a broad range of opportunities for involvement, including in advocacy roles, leadership roles, and in learning.**

- Advocacy: families participate in sharing responsibility to advance learning and solve problems concerning
  - An individual child's education
  - Academic success for all children in the school
- Leadership: parents and caregivers motivate and support other people to work collectively to bring about school improvement and raise achievement, including in school governance, grassroots leadership and shared decision making.
- Learning: learning for the whole family that empowers parents and caregivers to boost student achievement
  - Action oriented adult learning: Parents and caregivers are actively learning to become effective advocates and leaders
  - Student learning: Parent and caregivers engage with students in activities and practices at home that promote student learning throughout the school-aged years
- Participants in the School Community: Families attend schoolwide events and lend a helping hand

#### **2. Every school will address Family Engagement and name particular strategic practices in its Single Plan for Student Achievement (SPSA), outlining programs that are comprehensive, well-planned, and long-lasting.**

- Comprehensive
  - Have explicit connections to learning plan goals
  - Contain a variety of engagement activities and practices
  - Reach out to diverse families; provide translation of materials, meetings, and other communication into home languages
- Well-planned
  - Identify specific measurable goals that are monitored
  - Informed and guided by cycles of inquiry
  - Be grounded in research and relevant school data



- Long-lasting
  - Create permanent structures to support engagement
  - Align with a long term commitment and vision for family engagement
  - Sustain existing parent leadership and build new parent leadership

**3. The Board of Education recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to family engagement. The district and the schools within the district will strive to create, grow, and sustain a relational culture focused on learning with a common vision about academic success for every student, and a commitment among parents and caregivers, school staff, and community members to share responsibility and hold one another accountable for achieving that vision.**

- We will strive to create trusting collaborative relationships in the school. With respect to parents and caregivers, the school will:
  - be inviting and welcoming of them
  - respect their concerns
  - honor their contributions
- We will recognize, respect and address:
  - Needs of the families and community
  - Differences in socioeconomic class, and the social dynamics and power imbalances these differences create
  - Differences in race/ethnicity/nationality/culture/language and the social dynamics and power imbalances these differences create
- We will share power and responsibility with families

**4. The district will provide professional development opportunities for staff and technical assistance to schools to enhance understanding and effectiveness of family engagement practices.**

**5. The district and the schools within the district will be guided by the US Department of Education Dual Capacity Building Framework for Family Engagement, OUSD Local Control and Accountability Plan (LCAP), and the OUSD Family Engagement Standards and Policies in planning, implementing, and assessing Family Engagement programs and activities.**

1.

In the end, our vision is that every parent and caregiver in Oakland has a voice and decision-making power in their child’s education; that families and teachers work together towards their child’s achievement; that families understand what their child is being held accountable for and by when; and that we are holding families accountable for their role as they hold us to ours. Ultimately, we want parents and caregivers to truly have co-ownership of our schools so that together they can help our children become successful and healthy adults.

## **PART IV. ADOPTION**

This district wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by:

- District LCAP Parent Student Advisory Committee meetings
- Presentations and discussions at school sites – School Site Council meetings, English Language Learner SubCommittee meetings, PTA meetings, Parent Leaders meetings, Special Education Parents meetings
- District English Language Learner SubCommittee meeting

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

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230.8 Time off to visit child's school

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7/14/04; 6/14/06A; 6/27/07A; 01/15/14

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- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
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- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
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- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

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  - Support PTAs and other parent groups to engage parents in promoting increased academic achievement.
  - Provide opportunities for parent learning that builds understanding and capacity of parents to be involved in the process of school review and improvement
  - Conduct SSC Summit to provide additional support to SSCs of program improvement schools with involvement of parents in school review and improvement
  - Share information on each school's progress in meeting all accountability measures.
  - Provide leadership development opportunities for parents, including annual training on budgets and budget development. The annual training may be provided at the school site, the Regional level or parent engagement conferences.
  - Use district communication tools (e.g. OUSD website) to publicize information about ESEA, required notifications, and LEA addendum
  
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  - District SSCs and SELLs will provide additional feedback on parent involvement needs at the sites. The SSCs and SELLs are encouraged to track in meeting minutes recommendations for additional parent involvement and engagement.
  - The SSC and SELL, with the site administrators shall develop strategies to encourage parents/guardians to sign and return the School Parent Compact required by the Site Plan for Student Achievement (SPSA). The School Parent Compact shall be available for signing at all school events and activities, including Back to School night. The signed

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- Provide training for SSC, SELL, PSAC, and DELL members
- Provide opportunities for learning and professional development for school based family engagement staff on planning and implementing effective parental involvement activities to improve student achievement
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- Provide training for site based administrators
- Develop materials and resources to support schools
- Provide support to schools in developing parent centers by developing a centralized comprehensive family center, and by incubating a network of satellite family centers

4. The district will coordinate and integrate parental involvement strategies and activities in Part A with parental involvement strategies with the following district ~~reading student learning~~ assessments:

- i-Ready ELA and i-Ready Math
- Dibels
- Reading Inventory (RI)
- Illustrative Mathematics
- ~~Scholastic Reading Inventory (SRI)~~
- ~~Fountas and Pinnell (F & P)~~
- ~~Dibels~~

5. The district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Review relevant data from the district wide parent survey, School Portfolio Manager's census of schools, ongoing assessments and evaluations of implementation activities, family engagement sections of school site plans, etc.
- Engage with parents about the effectiveness of family engagement practices and activities in schools, at meetings organized by Principals, Family Engagement Coordinators, School Site Councils,

Site English Language Learner SubCommittees, PTAs, Parent Leadership Teams, family centers, etc. District must provide translation services, as provided in Board Policy 5124 and Administrative Regulation 5124 at parent/community meetings, The district and school sites must provide all appropriate documentation in all the standard languages.

- Training for the principal, SSC, SELL, and all other interested parents on categorical funds. The documentation of this training shall be included in the current school site plan (SPSA).
- Encourage the signing of the School Parent Compact to support parent/guardian involvement and engagement.
- Encourage and support parent volunteers at school sites and include in the annual parent guide a statement about the importance of parent volunteers.
- Provide an annual report to the Board of Education on the status and effectiveness of implementation of the OUSD Family Engagement Standards.
- Participate in the revision of the district Parent Involvement Policy, as needed, according to evaluation results.
- Conduct LCAP Parent Student Advisory Committee (PSAC) review of programs in the Consolidated Application with input for budget consideration.

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- Developing and offering programs such as Family Math Nights, Reading Nights, Family Literacy Programs, etc.
  - Providing families with information and materials about how to work with their children to improve academic performance at events such as Back to School Nights, Open Houses, and Academic Parent Teacher Team meetings.
  - Provide materials and training to help parents and teachers work together on student goal setting.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
1. Developing a curriculum and offering training for district and school site staff about how to engage families to increase academic achievement
  2. Producing and disseminating learning materials on family engagement to staff
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- Well-planned
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  - Be grounded in research and relevant school data
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  - Create permanent structures to support engagement
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  - Differences in socioeconomic class, and the social dynamics and power imbalances these differences create
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- We will share power and responsibility with families

**4. The district will provide professional development opportunities for staff and technical assistance to schools to enhance understanding and effectiveness of family engagement practices.**

**5. The district and the schools within the district will be guided by the US Department of Education Dual Capacity Building Framework for Family Engagement, OUSD Local Control and Accountability Plan (LCAP), and the OUSD Family Engagement Standards and Policies in planning, implementing, and assessing Family Engagement programs and activities.**

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their role as they hold us to ours. Ultimately, we want parents and caregivers to truly have co-ownership of our schools so that together they can help our children become successful and healthy adults.

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The district shall implement the following statutory requirements:

- The school district will put into operation programs, activities and procedures for the involvement of parents in all of its schools with Title I, Part A programs, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- Consistent with section 1118, the school district will work with its schools to ensure that the required school-level parental involvement policies meet the requirements of section 1118(b) of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- The school district will incorporate this district wide parental involvement policy into its LEA plan developed under section 1112 of the ESEA.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school district and its schools will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- If the LEA plan for Title I, Part A, developed under section 1112 of the ESEA, is not satisfactory to the parents of participating children, the school district will submit any parent comments with the plan when the school district submits the plan to the State Department of Education.

- The school district will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the one percent reserved goes directly to the schools.
- The school district will be governed by the following statutory definition of parental involvement, and expects that its Title I schools will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—

- (A) that parents are valued for integral role in assisting their child’s learning;
- (B) that parents are encouraged to be actively involved in their child’s education at school;
- (C) that parents are full partners in their child’s education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;
- (D) the carrying out of other activities, such as those described in section 1118 of the ESEA.

**PART II. DESCRIPTION OF HOW DISTRICT WILL IMPLEMENT REQUIRED DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The district will take the following actions to involve parents in the joint development of its district wide parental involvement plan under section 1112 of the ESEA:
  - Engage with parents on the District LCAP Parent Student Advisory Committee (PSAC) in the evaluation of the district wide parental involvement plan, and in any necessary revisions or additions to the plan.
  - Engage with parents on the District English Language Learner SubCommittee (DELL) English Learner Committee in the evaluation of the district wide parental involvement plan, and in any necessary revisions or additions to the plan.
  - Engage with parents at schools during two district-wide parent feedback

sessions to provide recommendations to the PSAC for adoption.

2. The district will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:
  - Actively recruit and support parents to authentically participate on School Site Councils (SSCs) and Site English Language Learner SubCommittees (SELLs).
  - Support PTAs and other parent groups to engage parents in promoting increased academic achievement.
  - Provide opportunities for parent learning that builds understanding and capacity of parents to be involved in the process of school review and improvement
  - Conduct SSC Summit to provide additional support to SSCs of program improvement schools with involvement of parents in school review and improvement
  - Share information on each school's progress in meeting all accountability measures.
  - Provide leadership development opportunities for parents, including annual training on budgets and budget development. The annual training may be provided at the school site, the Regional level or parent engagement conferences.
  - Use district communication tools (e.g. OUSD website) to publicize information about ESEA, required notifications, and LEA addendum
  
3. The district will provide the following necessary coordination, technical assistance, and other support to assist Title I, Part A schools in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - The California Healthy Kids School (CHKS) Parent Survey shall be used to help identify the specific needs for support in planning and implementing effective parental involvement activities to improve student achievement.
  - District SSCs and SELLs will provide additional feedback on parent involvement needs at the sites. The SSCs and SELLs are encouraged to track in meeting minutes recommendations for additional parent involvement and engagement.
  - The SSC and SELL, with the site administrators, shall develop strategies to encourage parents/guardians to sign and return the School Parent Compact required by the Site Plan for Student Achievement (SPSA). The School Parent Compact shall be available for signing at all school events and activities, including Back to School night. The

signed compacts shall be maintained by the school for the current school year.

- Provide training for SSC, SELL, PSAC, and DELL members
  - Provide opportunities for learning and professional development for school based family engagement staff on planning and implementing effective parental involvement activities to improve student achievement
  - Develop a learning community for school based family engagement staff that promotes collaboration and coordination
    - Provide training for site based administrators
    - Develop materials and resources to support schools
  - Provide support to schools in developing parent centers by developing a centralized comprehensive family center, and by incubating a network of satellite family centers
4. The district will coordinate and integrate parental involvement strategies and activities in Part A with parental involvement strategies with the following district student learning assessments:
- i-Ready ELA and i-Ready Math
  - Dibels
  - Reading Inventory (RI)
  - Illustrative Mathematics
5. The district will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I, Part A schools. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (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). The school district will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Review relevant data from the district wide parent survey, School Portfolio Manager's census of schools, ongoing assessments and evaluations of implementation activities, family engagement sections of school site plans, etc.
  - Engage with parents about the effectiveness of family engagement practices and activities in schools, at meetings organized by Principals, Family Engagement Coordinators, School Site Councils, Site English Language Learner SubCommittees, PTAs, Parent Leadership Teams, family centers, etc. District must provide

translation services, as provided in Board Policy 5124 and Administrative Regulation 5124 at parent/community meetings, The district and school sites must provide all appropriate documentation in all the standard languages.

- Training for the principal, SSC, SELL, and all other interested parents on categorical funds. The documentation of this training shall be included in the current school site plan (SPSA).
- Encourage the signing of the School Parent Compact to support parent/guardian involvement and engagement.
- Encourage and support parent volunteers at school sites and include in the annual parent guide a statement about the importance of parent volunteers.
- Provide an annual report to the Board of Education on the status and effectiveness of implementation of the OUSD Family Engagement Standards.
- Participate in the revision of the district Parent Involvement Policy, as needed, according to evaluation results.
- Conduct LCAP Parent Student Advisory Committee (PSAC) review of programs in the Consolidated Application with input for budget consideration.

6. The district will build the schools' and parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school district will, with the assistance of its Title I, Part A schools, provide assistance to parents of children served by the school district or school, as appropriate, in understanding topics such as the State's academic content standards, the State's student academic achievement standards, the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators

by undertaking these activities:

- District wide Parent Leadership Conference, including information pertaining to Title I
- Workshops for families such as: Understanding School Performance Framework Reports, Understanding the Annual Cycle of Inquiry and development of the SPSA, Understanding the Standards Based Report Card, Learn to Read your Child's Transcript, etc.
- To help parents understand the State content standards, develop and offer Parent Friendly Standards (K-12) workshops, curriculum, and



materials, including workshops on the Common Core curriculum and the Local Control Funding Formula.

- B. The school district will, with the assistance of its schools, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
- Developing and offering programs such as Family Math Nights, Reading Nights, Family Literacy Programs, etc.
  - Providing families with information and materials about how to work with their children to improve academic performance at events such as Back to School Nights, Open Houses, and Academic Parent Teacher Team meetings.
  - Provide materials and training to help parents and teachers work together on student goal setting.
- C. The school district will, with the assistance of its schools and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
1. Developing a curriculum and offering training for district and school site staff about how to engage families to increase academic achievement
  2. Producing and disseminating learning materials on family engagement to staff
  3. Normalizing family engagement as part of the discourse on improving academic achievement at schools
  4. Recognizing and publicizing OUSD family engagement successes and its impact on student achievement
  5. Assisting parents in supporting literacy activities at home, e.g. understanding district programs and reading assessments..
  6. Training for teachers and principals on Title One parent rights and responsibilities.
- D. The school district will take action to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a

language the parents can understand.

### **PART III. DISCRETIONARY DISTRICT WIDE PARENTAL INVOLVEMENT POLICY COMPONENTS**

The district recognizes that in the context of the rich diversity of our city, families from all racial, ethnic, cultural, economic, and educational backgrounds share common ground in being involved in their children's learning, and in wanting their children to succeed in school and in life. Families can and do have a positive influence on their children's learning. Families can and do influence achievement by holding schools and school districts accountable for high performance. To achieve academic success for all students, we must tap the power of the family.

#### **1. The district and the schools within the district will provide families across the grades levels, from preschool through grade 12, with a broad range of opportunities for involvement, including in advocacy roles, leadership roles, and in learning.**

- Advocacy: families participate in sharing responsibility to advance learning and solve problems concerning
  - An individual child's education
  - Academic success for all children in the school
- Leadership: parents and caregivers motivate and support other people to work collectively to bring about school improvement and raise achievement, including in school governance, grassroots leadership and shared decision making.
- Learning: learning for the whole family that empowers parents and caregivers to boost student achievement
  - Action oriented adult learning: Parents and caregivers are actively learning to become effective advocates and leaders
  - Student learning: Parent and caregivers engage with students in activities and practices at home that promote student learning throughout the school-aged years
- Participants in the School Community: Families attend schoolwide events and lend a helping hand

#### **2. Every school will address Family Engagement and name particular strategic practices in its Single Plan for Student Achievement (SPSA), outlining programs that are comprehensive, well-planned, and long-lasting.**

- Comprehensive
  - Have explicit connections to learning plan goals
  - Contain a variety of engagement activities and practices
  - Reach out to diverse families; provide translation of materials, meetings, and other communication into home languages
- Well-planned
  - Identify specific measurable goals that are monitored

- Informed and guided by cycles of inquiry
- Be grounded in research and relevant school data
- Long-lasting
  - Create permanent structures to support engagement
  - Align with a long term commitment and vision for family engagement
  - Sustain existing parent leadership and build new parent leadership

**3. The Board of Education recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to family engagement. The district and the schools within the district will strive to create, grow, and sustain a relational culture focused on learning with a common vision about academic success for every student, and a commitment among parents and caregivers, school staff, and community members to share responsibility and hold one another accountable for achieving that vision.**

- We will strive to create trusting collaborative relationships in the school. With respect to parents and caregivers, the school will:
  - be inviting and welcoming of them
  - respect their concerns
  - honor their contributions
- We will recognize, respect and address:
  - Needs of the families and community
  - Differences in socioeconomic class, and the social dynamics and power imbalances these differences create
  - Differences in race/ethnicity/nationality/culture/language and the social dynamics and power imbalances these differences create
- We will share power and responsibility with families

**4. The district will provide professional development opportunities for staff and technical assistance to schools to enhance understanding and effectiveness of family engagement practices.**

**5. The district and the schools within the district will be guided by the US Department of Education Dual Capacity Building Framework for Family Engagement, OUSD Local Control and Accountability Plan (LCAP), and the OUSD Family Engagement Standards and Policys in planning, implementing, and assessing Family Engagement programs and activities.**

1.

In the end, our vision is that every parent and caregiver in Oakland has a voice and decision-making power in their child’s education; that families and teachers work together towards their child’s achievement; that families understand what their child is being held accountable for and by when; and that we are holding families accountable for their role as they hold us to ours. Ultimately, we want parents and caregivers to truly have co-ownership of our schools so that together they can help our children become

successful and healthy adults.

#### **PART IV. ADOPTION**

This district wide Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by:

- District LCAP Parent Student Advisory Committee meetings
- Presentations and discussions at school sites – School Site Council meetings, English Language Learner SubCommittee meetings, PTA meetings, Parent Leaders meetings, Special Education Parents meetings
- District English Language Learner SubCommittee meeting

Legal Reference:

EDUCATION CODE

11500-11506 Programs to encourage parental involvement

LABOR CODE

230.8 Time off to visit child's school

Management Resources:

CDE PROGRAM ADVISORIES

SBE POLICIES

Parent Involvement in the Education of Their Children, 1994

7/14/04; 6/14/06A; 6/27/07A; 01/15/14