

ADMINISTRATIVE CIRCULAR NO. 23
Office of Chief Business Officer

SAN DIEGO UNIFIED SCHOOL DISTRICT

Date: September 11, 2017

To: Principals, School Site Council (SSC) Chairpersons,
and Area Superintendents

Subject: 2017-18 SITE PARENT INVOLVEMENT POLICY (PIP) AND
HOME/SCHOOL COMPACT; DISTRICT GUIDELINES FOR
IMPLEMENTATION OF THE SAN DIEGO UNIFIED SCHOOL
DISTRICT PARENT INVOLVEMENT POLICY (PIP)

**Department and/or
Persons Concerned:** Principals, Area Superintendents, and SSC Chairpersons

Reference: Title I Law [PL 107-110, Section 1118 (a2), (b), (c), and (d)],
Education Code Section 48985(EC §§ 11502, 11503, 11504, 11506)

Due Date: **October 27, 2017**

- Action Requested:**
- 1) **Hold** the annual site Title I meeting informing parents of the Title I program by October 27, 2017.
 - 2) **Distribute** the 2017-18 Parent Involvement Policy and Home/School Compact (both Title I and Non-Title I schools) to parents no later than October 27, 2017. Maintain a copy with the school's Single Plan for Student Achievement (SPSA).
 - 3) **Distribute** the Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy. File a copy of the policy with the distribution date in the School Site Council Handbook.
 - 4) **Submit** Annual Requirements for Title I Schools Verification Form to the Financial Planning, Monitoring and Accountability Department by October 27, 2017.
 - 5) **Submit** SSC minutes documenting the approval of the 2017-18 Parent Involvement Policy and the approval of the 2017-18 Home School Compact to FPMA Resource Teacher by October 27, 2017.

Attachment 1 SSC Responsibility Checklist for 2017-18

Attachment 2 Annual Title I Parent Meeting Planning Agenda for 2017-18

Attachment 3 *Sample* - Annual Title I Parent Meeting Agenda

Attachment 4 Annual Title I Parent Meeting PowerPoint for 2017-18

Attachment 5 Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy (PIP)

Attachment 6a *Template* - Title I Site Parent Involvement Policy (PIP)

Attachment 6b *Template* - Site Parent Involvement Policy (PIP)

Attachment 7a *Template* – Title I Home/School Compact

Attachment 7b *Template* - Home/School Compact

- Attachment 8** Annual Requirements for Title I Schools Verification Form for 2017-18
Attachment 9 Financial Planning, Monitoring & Accountability Contact Information for 2017-18
Attachment 10 Title I Schools for 2017-18

Brief Explanation:

Schools that receive Title I funds must meet several federal and state requirements as defined under Title I law. These requirements include conducting an annual Title I Parent Meeting, developing and distributing the site Title I Parent Involvement Policy and the site Home/School Compact, distributing the Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy (**Attachment 5**), and establishing and maintaining a School Site Council to oversee the Single Plan for Student Achievement (SPSA).

Schools that receive Title I funds must meet several federal and state requirements as defined under Title I law. These requirements include conducting an annual Title I Parent Meeting, developing and distributing the site Title I Parent Involvement Policy and Home/School Compact, distributing Guidelines for Implementation of the District Parent Involvement Policy, and establishing and maintaining a School Site Council (SSC) to oversee the Single Plan for Student Achievement.

Per District Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy, **all Non-Title I schools** will also develop and **distribute** a Parent Involvement Policy and Home School Compact.

Annual Title I Parent Meeting:

Title I schools are required to hold an annual meeting to inform parents of their school's participation in Title I programs, explain Title I program requirements, inform the rights of parents to be involved in those programs, and review the school's student achievement data to determine if Title I services are effective in meeting goals for student proficiency in state standards. The meeting must be scheduled early in the school year at a time and place convenient to parents.

Attachment 1 is a checklist of SSC responsibilities for 2017-18.

Attachment 2 describes in detail the requirements for this meeting.

Attachment 3 is a sample agenda for the Title I parent meeting; it provides information regarding Title I that should be shared with parents.

Attachment 4 is a PowerPoint presentation that may be downloaded and personalized for use at individual school sites.

Parent Involvement Policy (PIP):

All schools must have a written site parent involvement policy. School staff and parents must jointly develop and agree on the policy, and the policy must be reviewed on an annual basis. The site Parent Involvement Policy, as incorporated into the SPSA, establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities (**Attachments 6a, 6b, and 7**).

The policy must address the following:

1. Policy Involvement. Each title I school and Non-Title I school (as applicable) shall involve parents by means of the following activities:

- (a) Convene an annual meeting to inform parents of participating students of the requirements of Title I and their right to be involved. (20 U.S.C. § 6318 (c)(1).)
- (b) Offer a flexible number of meetings. (20 U.S.C. § 6318 (c)(2).)

- (c) Involve parents of participating students, in an organized, ongoing, and timely way, in the planning, review, and improvement of its Title I programs and parental involvement policy. (20 U.S.C. § 6318 (c)(3).)
- (d) Provide parents of participating students with timely information about Title I programs. (20 U.S.C. § 6318 (c)(4) (A).)
- (e) Provide parents of participating students with an explanation of the curriculum, academic assessment, and proficiency levels students are expected to meet. (20 U.S.C. § 6318 (c)(4) (B).)
- (f) Provide parents of participating students, if requested, with opportunities for regular meetings to participate in decisions relating to the education of their children and respond to any such suggestions as soon as practicably possible. (20 U.S.C. § 6318 (c)(4) (C).)

2. **Shared Responsibilities for High Student Achievement:**

- (a) Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state standards (20 U.S.C §6318 (d)(1).)
- (b) Describes the parents' responsibility to support their children's learning. (20 U.S.C §6318 (d)(1).)
- (c) Addresses the importance of ongoing communication between parents and teachers through, at a minimum, annual conferences, reports on student progress, reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities. (20 U.S.C §6318 (d)(2).)

3. **Building Capacity for Involvement. To build capacity for involvement of parents, each school and LEA shall:**

- (a) Assist parents in understanding academic content and achievement standards and assessments and how to monitor and improve the achievement of their children. (20 U.S.C. § 6318 (e)(1).)
- (b) Provide materials and training to help parents work with their children to improve their children's achievement. (20 U.S.C. § 6318 (e)(2).)
- (c) Educate staff, with the assistance of parents, in the value of parent contributions and how to work with parents as equal partners. (20 U.S.C. § 6318 (e)(3).)
- (d) Coordinate and integrate parental involvement with other programs and conduct activities that encourage and support parents in more fully participating in the education of their children. (20 U.S.C. § 6318 (e)(4).)
- (e) Distribute information related to school and parent programs, meetings, and other activities to the parents of participating students in a format and, to the extent practicable, in a language the parents understand. (20 U.S.C. § 6318 (e)(5).)
- (f) Provide such other reasonable support for parental involvement activities under this section as parents may request. (20 U.S.C. § 6318 (e)(1).)

4. **Accessibility.** Each school and LEA shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory students including providing information and school reports required under Section 6311 in a format and to the extent practicable, in a language such parents understand. (20 U.S.C. § 6318 (f).)

Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy:
Each district or Local Education Agency (LEA) receiving Title I funds must have a written district Parent Involvement Policy as defined by Title I law and Ed Code §§ 11502, 11503, 11504, and 11506.

The district and parents have jointly developed and agreed upon written Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy (**Attachment 5**), which was updated by the Board of Education on December 10, 2013.

The District Parent Involvement Policy establishes the district's expectations for parental involvement; the accompanying Guidelines for Implementation describe how the district will implement a number of specific parental involvement activities.

All schools must distribute a copy of the Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy to parents **no later than October 27, 2017**, and a copy must be maintained at the site in the School Site Council binder. The district Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy is posted on the district webpage in English, Spanish, Tagalog, and Vietnamese at <http://www.sandi.net/page/3194>.

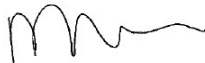
The Annual Requirements for the Title I Schools Verification Form (**Attachment 8**) must be completed and submitted to the Financial Planning, Monitoring and Accountability department by **October 27, 2017** to document that the annual Title I meeting has been held, and that the site Title I Parent Involvement Policy, Home/School Compact, and district Guidelines for Implementation of the San Diego Unified District Parent Involvement Policy have been distributed to parents in English as well as in parents' primary language(s) if 15 percent or more of the pupils enrolled speak a single primary language other than English as required under Education Code § 48985.

Training:

For the 2017-18 school year, the Financial Planning, Monitoring and Accountability department will review Title I requirements during its annual School Site Council training. If you have any questions or concerns regarding these requirements, please contact your designated Financial Planning, Monitoring and Accountability Resource Teacher (**Attachment 9**) or call the Financial Planning, Monitoring and Accountability Department at (619) 725-5605. Additional resources and information can be found at the FPMA website - <http://www.sandi.net/Page/37313>.

Tom Liberto, Director
Financial Planning, Monitoring and Accountability

APPROVED:



Debbie Foster
Executive Director
Financial Planning and Development

TL:dab

Attachments (12)

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

SSC RESPONSIBILITIES CHECKLIST

The suggested timeline and checklist below highlights important dates for managing SSC business.

ACTIVITY	DATES
<input type="checkbox"/> Call for Nominations.	September
<input type="checkbox"/> SSC Elections	September
<input type="checkbox"/> Conduct Title I Parent Involvement Meeting. <input type="checkbox"/> Distribute: Guidelines for Implementation of the San Diego Unified School District Parent Involvement Policy, Parent Involvement Policy (PIP), and Home School Compact (HSC).	September
First SSC Meeting of New SSC Team (agenda items): <input type="checkbox"/> Report election results and introduce new members. <input type="checkbox"/> Review SSC Bylaws, PIP, and HSC. <input type="checkbox"/> Review Data and Budget Information.	October October and Ongoing
Submit SSC Documents <i>Electronically</i> to your FPMA Resource Teacher: <input type="checkbox"/> SSC Roster with original signatures. Submit SSC Documents <i>Electronically</i> to your FPMA Resource Teacher: <input type="checkbox"/> SSC Bylaws <input type="checkbox"/> PIP and HSC <input type="checkbox"/> SSC agenda and minutes documenting election and introductions. Submit SSC Documents <i>Originals Only</i> : <input type="checkbox"/> Title I Parent Meeting Verification Form	October 6, 2017 October 27, 2017 October 27, 2017
<input type="checkbox"/> Review Data and Budget Information	Ongoing
<input type="checkbox"/> Conduct Needs Assessments and Surveys to monitor progress.	January/February 2018
<input type="checkbox"/> Develop SPSA and Budget <input type="checkbox"/> Submit to BOE for approval <input type="checkbox"/> Submit SSC minutes documenting approval of SPSA to FPMA.	January/February 2018 (tentative)
<input type="checkbox"/> Develop and Approve 2018-19 PIP and HSC <input type="checkbox"/> Submit PIP and HSC electronically to FPMA.	March/April 2018



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**THE ANNUAL TITLE I PARENT MEETING
PLANNING AGENDA**

WHEN

- Held early in the school year.

WHERE

- Held at a time and place convenient to parents.

WHY

- **To inform** parents of the purpose of Title I.
- **To share** the Title I program at the school.
- **To review** the school's achievement data to determine if Title I services are effective in meeting goals for student proficiency in state standards.
- **To inform** parents of their rights under Title I.
- **To give** Title I parents an opportunity to:
 - Share their student needs from their perspective.
 - Ask for their own meetings and trainings.
 - Review the results of an annual parent involvement effectiveness survey.
 - Review the parent involvement plan in the Single Plan for Student Achievement (SPSA).
 - Review/modify the site Title I Parent Involvement Policy and Home/School Compact.

HOW

- Parents are notified in a timely way.
- Parents are notified in a language and format they understand.
- Title I parents are provided with child care and refreshments as necessary and allowable under law.
- The meeting is open to the public. Post agenda 72 hours in advance of the meeting.
- The meeting can be held on Back-to-School Night, Open House, or at PTA meetings.
- The meeting can be held on the same dates as GATE, ELAC, or SSC informational meetings, just not at the same time.

WHO

- All parents are invited.
- The principal is responsible for arranging the meeting.
- Title I parents assist in developing the agenda.



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

[ENTER SCHOOL NAME]

**ANNUAL TITLE I PARENT MEETING
SAMPLE AGENDA**

I. The Title I Program:

Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children. The program is intended to help ensure that all students meet challenging state academic standards. The goal of Title I is to provide direct instructional support to students and professional development for teachers, in addition to promoting parent education and involvement.

II. Parent Rights under Title I law, parents have the right to:

- ✓ Ask for their own meetings and trainings
- ✓ Review the results of an annual parent involvement effectiveness survey
- ✓ Review the school's achievement data to determine if Title I services are effective in meeting the goals for student proficiency in state standards
- ✓ Review the parent involvement plan in the Single Plan for Student Achievement (SPSA)
- ✓ Review and modify the site Title I Parent Involvement Policy and Home/School Compact

III. Parent Involvement at Our School:

The School Site Council (SSC) provides parents with the opportunity to be involved in the academic program of the school. The SSC develops, monitors, and evaluates the Single Plan for Student Achievement (SPSA); implement programs and services that support students.

(Describe other opportunities for parent involvement at your site, such as PTA/PTO, a school foundation, parent meetings and trainings, a Parent Center on your campus, etc.)

IV. School Achievement Data:

Schools analyze and review schoolwide performance data, as well as the California English Language Development Test (CELDT) and graduation rates for high schools. They use the data to align the curriculum to state and district academic standards and adjust their instructional practices based on the findings of the assessment data.

(Provide parents with the most current data, and explain how the data were used to develop the goals and strategies in the Single Plan for Student Achievement.)

V. Single Plan for Student Achievement:

Parents should receive information about the school's curriculum, specifically the English/Language Arts and Math programs, and the assessments used to measure student progress in those programs.

(Discuss the goals and planned strategies of the school site plan.)

VI. Title I Expenditures:

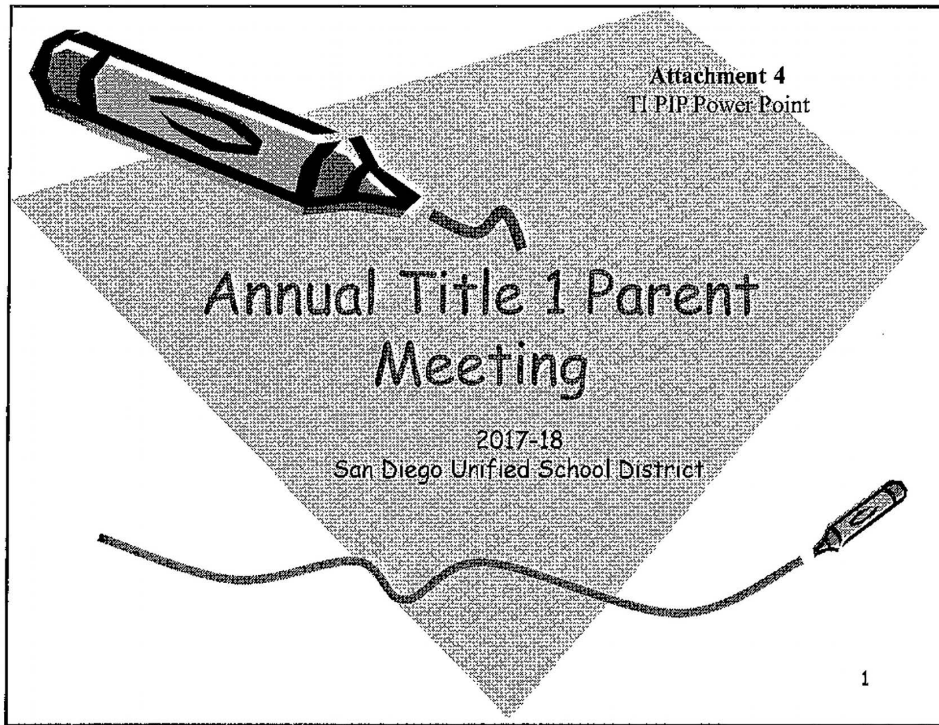
Schools are allocated Title I funds based upon the percentage of students receiving free or reduced-price lunch. Schools in the San Diego Unified School District receive Title I funds if 40 percent (40%) or more of the student population is eligible for the free or reduced-price lunch program. Schools in the San Diego Unified School District are ranked according to this percentage and receive a certain amount of Title I money per student. Title I funds must supplement, not supplant, district funding.

(Describe the Title I budget, the expenditures that have been allocated for the 2017-18 school year, and how the Title I funds support increased student achievement.)

VII. Title I Parent Involvement Policy and Home/School Compact:

The Title I Parent Involvement Policy communicates how the school will involve parents in an organized, ongoing, and timely way in the planning, review, and improvement of the Title I program at the school. The Parent Involvement Policy and Home/School Compact describes the responsibilities of the school, the parent, and the student for improved student achievement.

(Review your current Title I Parent Involvement Policy and Home/School Compact, how it was developed, and how it is reviewed and revised as needed on an annual basis.)



What is Title I?

Title I is a K-12 program that provides additional academic support and learning opportunities for students at schools with high percentages of socioeconomically disadvantaged children

The program is intended to help ensure that all students are achieving at the highest levels possible.



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Goals of Title I

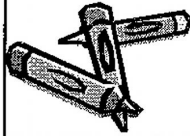
- Increase academic achievement
- Provide direct instructional support to students.
- Provide professional development for teachers.
- Promote parent education and involvement.



4

Parent Rights

- Ask for meetings and trainings.
- Review the results of annual parent involvement effectiveness survey.
- Review the school's achievement data.
- Review the parent involvement plan in the Single Plan for Student Achievement (SPSA).
- Review and modify the site Title I Parent Involvement Policy and Home/School Compact



Slide 5

Parent Involvement

The School Site Council (SSC) provides parents with an opportunity to be involved in the academic program of the school. The SSC develops, monitors, and evaluates the Single Plan for Student Achievement (SPSA) to implement programs and services that support students.

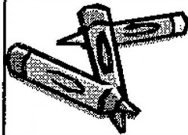


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Parent Involvement at Our School

- *School Site Council*
- *School Governance Team*
- *PTA*
- *Classroom Volunteers*

*Describe parent involvement
activities at your school.*



7

School Achievement Data

- Schools use data to align curriculum to state and district academic standards.
- Schools adjust instructional practices based on the findings of the assessment data.



Slide 8

Our School Performance Data

Provide parents with the most current data and explain how the data were used to develop the goals and strategies in the Single Plan for Student Achievement (SPSA).



Slide 9

Single Plan for Student Achievement or SPSA

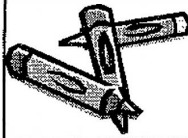
- School's plan developed by staff with input from the SSC to ensure all students can learn to the best of their ability.
- Plan is used to address students needs in learning and how to best use Title 1 funding to support all students.



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Single Plan for Student Achievement

*Discuss the goals and planned
strategies of the school site plan*



Slide 11

The Site Title I Parent Involvement Policy and Home/School Compact

Every Title I school, in collaboration with
parents, **MUST** prepare and distribute a
site level Title I Parent Involvement Policy
and Home/School Compact by October 27,
2017.



Slide 12

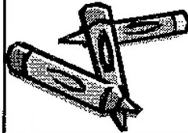
Our Title I Parent Involvement Policy and Home School Compact

The site Title I Parent Involvement Policy and Home School Compact describes HOW the school will involve the parents in an organized, ongoing, and timely way as well as the planning, review, and improvement of the Title I program at their school.

The Home/School Compact component describes the responsibilities of the school, the parent, and the student for improved student achievement.

Provide copies of the school's Title I Parent Involvement Policy and Home School Compact invite input from parents.

Describe how the Policy is distributed to parents each year.

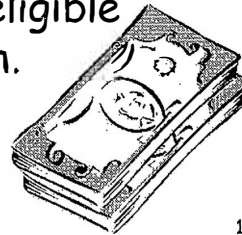


Slide 13

Title I Funds

[Federal Funds]


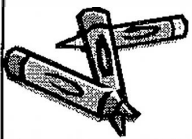
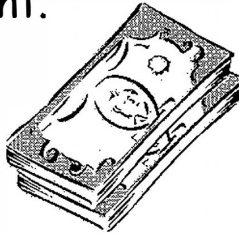
- Allocated on basis of number of students eligible for free/reduced lunch. Schools receive Title I funds if 40% or more of students are eligible for free/reduced lunch.



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Title I Funds continued [Federal Funds]



- Schools in SDUSD are ranked according to this percentage, and schools receive a certain amount of money per student.




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Title I Funds-Parent Involvement continued [Federal Funds]

- Approximately one percent of a school's total Title I budget is for parent involvement activities.
- Funds must supplement, not supplant, district funds.




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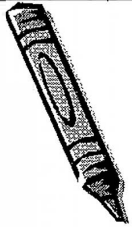
Why Should You Care?

- More Title 1 funding allows school to pursue a greater number of options for the benefit of the students: nursing, counseling, guidance assistant, software programs, etc.
- Apply online at <https://www.sandiegounified.org/meal-application-and-payment-options>
- Paper applications are available in the office




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Title I Parent Meeting PowerPoint



Why Should You Care?

- Parents can increase the Title 1 funding a school receives by filling out a Free & Reduced Lunch application
- More applications = more funding
- Title 1 \$\$\$ benefit all students
- No downside to applying, even if you are denied.



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San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability

***Guidelines for Implementation of the
San Diego Unified School District Parent Involvement Policy***

In order to assure collaborative partnerships among schools, parents, and the community, the board, working through the administration, is committed to:

1. Involving parents/guardians in the joint development of San Diego Unified’s plans to create quality schools in every neighborhood with a focus on the 12 quality school indicators.

The district’s appropriate departments will:

- a. Involve parents in the development or revision of the Local Education Agency (LEA) Plan and the Local Control Accountability Plan. Parents will participate on the LCAP and LEA plan committees. Outreach to obtain parent input for this document will be to DAC, DELAC, CAC, GATE DAC, the San Diego Unified Council of PTAs the individual cluster committees, and other stakeholders as appropriate. Timeline: February, March and April.
- b. Involve parents in the Annual Evaluation of the district’s LEA plan and the LCAP, through the District Advisory Council (DAC) for Compensatory Education.
- c. Inform parents individually and through the various parent committees about each school’s progress in meeting all accountability measures (such as Adequate Yearly Progress, Academic Performance Index, and CAHSEE passage rates). This and other data such as school’s benchmark data other information from local Board of Education (BOE) reports, and reports presented at the DAC will be posted on the DAC webpage.
- d. Provide school sites with training, and training materials for School Site Council (SSC) and English Learner Advisory Committee (ELAC) members.
- e. Gather input from the community and parents through the various parent groups such as DAC, DELAC, CAC, GATE DAC, the San Diego Unified Council of PTAs, the individual cluster committees, and other stakeholders as appropriate.
- f. A-school site Title I Parent meeting will occur by the end of October at all sites receiving Title I money as required by federal law. All members of the School Site Council shall be included in the planning of the annual mandatory Title I parent meeting.
- g. Inform parents and the community when the School Accountability Report Cards are available and the school site Title I Parent meetings are held.

2. Providing the coordination, technical assistance and other support necessary in planning and implementing effective parent involvement activities to improve student academic achievement and school performance across the spectrum of student achievement levels.

The district's appropriate departments will:

- a. Provide centralized and school-site trainings on strategies to link family engagement to improving student outcomes.
- b. Provide interpretation services and translation of materials, as appropriate, at parent/community meetings for parents who have limited English Proficiency through the Translation Office.
- c. Make available website downloadable, "do it yourself" staff development to link family engagement to student learning to boost student achievement (includes agendas, PowerPoint's, and handouts).
- d. Make available website down-loadable "do it yourself" parent workshops on a variety of topics (includes agendas, PowerPoint's, handouts, etc.) to provide families tools linked to student learning.
- e. Provide links to websites offering current research, promising practices, resources, and information on ways to boost student achievement by implementing strategic parent and community involvement.
- f. Provide centralized training to School Site Councils and English Learner Advisory Committees to learn how to conduct effective meetings; to interpret data in order to implement effective family engagement linked to student learning.
- g. Provide technical assistance to revitalize home school compacts moving from a routine requirement to a powerful tool to communicate with families about student progress and to bridge classroom and home activities to support learning.
- h. Assist schools with the implementation of the Family Friendly Schools strategies to help staff provide and sustain culturally responsive and inclusive schoolwide practices such as family friendly classrooms, parent centers, events, and front offices.
- i. Provide staff training and/or materials for developing effective parent involvement activities to improve student academic achievement.
- j. SSC, ELAC, and other pertinent trainings will be made available on line. The use of online, web based multimedia training will reduce the existence of barriers to parent involvement such as transportation, child care, and other considerations.
- k. All school sites will have a parent center. At a minimum, the parent center will make available to parents access to the sandi.net website with easy access to meeting and training calendars, and school site specific information shall include student textbooks, classroom assignments and syllabi, and volunteer information. The Parent Center will be designed so as to address the needs of the parent population which includes but is not limited to English Learners, Low Income families, and those with disabilities.

3. Building the capacity of schools, staffs, and parents/guardians for strong, effective, and ongoing parent involvement in the education of their children to improve and sustain achievement levels.

The district's appropriate departments will:

- a. Provide leadership classes to help parents assume leadership roles at schools and to work as equal partners in the development and implementation of the Single Plan for Student Achievement (SPSA)
- b. Provide various trainings to help parents interpret student data in order to plan and construct their school's Single Plan for Student Achievement and/or LCAP
- c. Provide classes and trainings that will bolster parent involvement. Classes will be offered at various hours to meet the needs of parents and to reach as many as possible. Classes shall be recorded and posted to sand.net.
- d. Train school staffs how to design and conduct workshops, including literacy, math and parenting classes so schools can offer their own site-specific workshop for parents.
- e. Provide training for District Advisory Council (DAC) members on all Title I and Compensatory Education matters at the monthly meetings.
- f. Provide opportunities for administrators to receive information and training on how to implement effective parent involvement programs at schools.
- g. Work with community agencies and nonprofit groups to provide community educational forums, events, and other activities to engage families.
- h. Provide school sites materials to train new SSC and ELAC members how to be effective members of a team and understand the legal requirements and responsibilities of each committee.

4. Coordinating and integrating parent involvement strategies under various programs.

The district's appropriate departments will:

- a. Encourage district and community programs to collaborate in order to provide the most effective services to families and avoid duplication of services.
- b. Make available and/or distribute information about the California Department of Education's Clearinghouse for Multilingual documents so all SDUSD schools can locate, access, and share parental notification documents that have been translated into languages other than English.
- c. Work collaboratively with the Office of Language Acquisition to coordinate parent involvement services.
- d. Work collaboratively with the Early Childhood Development Departments to coordinate parent involvement services.

- e. Work collaboratively with Gifted and Talented Education (GATE) to coordinate parent involvement services.
- f. Work collaboratively with the Special Education Department to coordinate parent involvement services.

5. Conducting, with parent/guardian involvement, an annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of the schools, including:

- Identifying and overcoming barriers to greater participation by parents/guardians in parent involvement activities, with particular attention to parents/guardians who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, and are of any racial or ethnic minority background.
- Using evaluation findings to design strategies for more effective parent involvement.
- If necessary, revising the district and school parent involvement policies.

The district’s appropriate departments will:

- a. Collaborate with parents in planning the annual evaluation of the content and effectiveness of the parent involvement policy in improving the academic quality of all schools. Provide translation services, as appropriate, at parent/community meetings.
- b. Participate in the annual evaluation of the district Parent Involvement Policy; coordinate the collection and reporting of all district advisory group evaluations by the District Advisory Council (DAC) for Compensatory Education Programs. Participate in the revision of the district Parent Involvement Policy, as needed, according to evaluation results.
- c. Conduct a review by the District Advisory Council (DAC) for Compensatory Education programs in the district’s Consolidated Application with input for budget consideration.
- d. Ensure meaningful two-way communication; regarding the annual evaluation is provided in a timely and regular basis at both the school site and district level, as outlined in District Procedures 9060 and 9062.

6. Involving parents/guardians in the activities/strategies of schools.

The district’s appropriate departments will ensure:

- a. The appropriate allocation for program improvement activities is distributed to school sites and included in the school’s SPSA.
- b. Meaningful two-way communication is provided to parents in a timely and regular basis at both the site level and district level, as outlined in district procedures 9060 and 9062.

- c. Parents are notified and provided a variety of opportunities to be involved in their student's education as indicated in each school's Single Plan for Student Achievement and the site Parent Involvement Policy. All Title I schools will receive an allocation for parent involvement activities.
- d. Schools conduct an annual survey to identify topics of interest to parents in order to plan family engagement activities that support and are aligned to the goals in the SPSA.
- e. Meetings are conducted at times appropriate to parents to ensure and promote their participation.
- f. Parents are informed when schools are identified as Program Improvement, and advised about the choices/services students are eligible for under the Program Improvement choice option and/or Supplemental Educational Services (SES).
- g. That parent groups will be noticed by the Board Office of Education as agenda items relevant to their group are placed on an agenda-draft or final.



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

[Name of your School]
TITLE I PARENT INVOLVEMENT POLICY 2017-18

In the fall, an annual meeting will be held to share with parents a description of the Title I program and its requirements.

[School Name] has developed a written Title I parental involvement policy with input from Title I parents. ***[Describe how the school developed the policy with parent input.]***

It has distributed the policy to parents of Title I students.
[Describe how the school distributes the policy.]

The policy describes the means for carrying out the following Title I parental involvement requirements [20 USC 6318 Section 1118(a)-(f) inclusive].

Involvement of Parents in the Title I Program:

To involve parents in the Title I program at *[School Name]*, the following practices have been established:

- The school convenes an annual meeting to inform parents of Title I students about Title I requirements and about the right of parents to be involved in the Title I program.
[Briefly describe or bullet how this happens at your school.]
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening. ***[Briefly describe or bullet how this happens at your school.]***
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's Title I programs and the Title I parental involvement policy. ** ***[Briefly describe or bullet how this happens at your school.]***
- The school provides parents of Title I students with timely information about Title I programs.
[Briefly describe or bullet how this happens at your school.]
- The school provides parents of Title I students with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. ***[Briefly describe or bullet how this happens at your school.]***
- If requested by parents of Title I students, the school provides opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
[Briefly describe or bullet how this happens at your school.]

**** It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).***

*****The policy must be updated periodically to meet changing needs of parents and the school. If the school has a process in place for involving parents in planning and designing the school's programs, the school may use that process if it includes adequate representation of parents of Title I children.***
[20 USC 6318 Section 1118(c) (3)]

Home School-Parent Compact:

[School Name] distributes to parents of Title I students a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

- The school's responsibility to provide high-quality curriculum and instruction
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities

[Briefly describe how the school developed the policy with Title I parent input and how the school distributes the policy to Title I parents. Attach a copy of the compact to this policy.]

Building Capacity for Involvement:

[School Name] engages Title I parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides Title I parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *[Briefly describe or bullet how this happens at your school.]*
- The school provides Title I parents with materials and training to help them work with their children to improve their children's achievement. *[Briefly describe or bullet how this happens at your school.]*
- With the assistance of Title I parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *[Briefly describe or bullet how this happens at your school.]*
- The school coordinates and integrates the Title I parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *[Briefly describe or bullet how this happens at your school.]*
- The school distributes Information related to school and parent programs, meetings, and other activities to Title I parents in a format and language that the parents understand. *[Briefly describe or bullet how this happens at your school.]*
- The school provides support for parental involvement activities requested by Title I parents. *[Briefly describe or bullet how this happens at your school.]*

Accessibility

[School Name] provides opportunities for the participation of all Title I parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. *[Briefly describe or bullet how this happens at your school.]*

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IT IS PROVIDED ONLY AS A TEMPLATE**



San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

[Name of your School]
PARENT INVOLVEMENT POLICY 2017-18

[School Name] has developed a written parental involvement policy with input from parents.
[Describe how the school developed the policy with parent input.]

It has distributed the policy to all parents.
[Describe how the school distributes the policy.]

The policy describes the means for carrying out the following parental involvement requirements.

Involvement of Parents in the Program:

To involve parents at *[School Name]*, the following practices have been established:

- The school convenes an annual meeting to inform parents about the right of parents to be involved in the school program. *[Briefly describe or bullet how this happens at your school.]*
- The school offers a flexible number of meetings for parents, such as meetings in the morning or evening. *[Briefly describe or bullet how this happens at your school.]*
- The school involves parents of students in an organized, ongoing, and timely way, in the planning, *review, and improvement of the school's programs and the parental involvement policy. *******[Briefly describe or bullet how this happens at your school.]*
- The school provides parents of students with timely information about the schools programs. *[Briefly describe or bullet how this happens at your school.]*
- The school provides parents with an explanation of the curriculum used at the school, the assessments used to measure student progress, and the proficiency levels students are expected to meet. *[Briefly describe or bullet how this happens at your school.]*
- If requested by parents, the school provides opportunities for parents to participate in decisions relating to the education of their children.
[Briefly describe or bullet how this happens at your school.]

**It may be helpful to include the parental involvement policy review in the annual review of the Single Plan for Student Achievement (SPSA).*

****The policy must be updated periodically to meet changing needs of parents and the school.**

Home School-Parent Compact:

[School Name] distributes to parents a school-parent compact. The compact, which has been jointly developed with parents, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. It describes specific ways the school and families will partner to help children achieve the State's high academic standards.

- The school's responsibility to provide high-quality curriculum and instruction.
- The ways parents will be responsible for supporting their children's learning.
- The importance of ongoing communication between parents and teachers through, at a minimum, annual parent-teacher conferences; frequent reports on student progress; access to staff; opportunities for parents to volunteer and participate in their child's class; and opportunities to observe classroom activities.

[Briefly describe how the school developed the policy with parent input and how the school distributes the policy to parents. Attach a copy of the compact to this policy.]

Building Capacity for Involvement:

[School Name] engages parents in meaningful interactions with the school. It supports a partnership among staff, parents, and the community to improve student academic achievement. To help reach these goals, the school has established the following practices.

- The school provides parents with assistance in understanding the State's academic content standards, assessments, and how to monitor and improve the achievement of their children. *[Briefly describe or bullet how this happens at your school.]*
- The school provides parents with materials and training to help them work with their children to improve their children's achievement. *[Briefly describe or bullet how this happens at your school.]*
- With the assistance of parents, the school educates staff members about the value of parent contributions, and in how to work with parents as equal partners. *[Briefly describe or bullet how this happens at your school.]*
- The school coordinates and integrates the parental involvement program with other programs, and conducts other activities, such as parent resource centers, to encourage and support parents in more fully participating in the education of their children. *[Briefly describe or bullet how this happens at your school.]*
- The school distributes Information related to school and parent programs, meetings, and other activities to parents in a format and language that the parents understand. *[Briefly describe or bullet how this happens at your school.]*
- The school provides support for parental involvement activities requested by parents. *[Briefly describe or bullet how this happens at your school.]*

Accessibility:

[School Name] provides opportunities for the participation of all parents, including parents with limited English proficiency, parents with disabilities, and parents of migratory students. Information and school reports are provided in a format and language that parents understand. *[Briefly describe or bullet how this happens at your school.]*

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San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

[NAME OF SCHOOL]

TITLE I - HOME/SCHOOL COMPACT

(This is provided only as an example)

[Name of school] and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year _____.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

(This is provided only as an example)

SCHOOL RESPONSIBILITIES

The *[enter name of school]* will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

(Describe when the parent-teacher conferences will be held.)

3. Provide parents with frequent reports on their child's progress.

(Describe when and how the school will provide reports to parents.)

4. Provide parents reasonable access to staff.

(Describe when, where, and how staff will be available for consultation with parents.)

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

(Describe when and how parents may volunteer, participate or observe classroom activities.)

Page 2, Title I - Home/School Compact
[Name of school]

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

(Describe the ways in which parents will support their children's learning.)

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

Optional additional provisions

(This is provided only as an example)

STUDENT RESPONSIBILITIES *(revise by grade level, as appropriate)*

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

(Describe the ways in which students will support their academic achievement.)

- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

*Please note that signatures are not required.

This template Home/School Compact is **NOT** an official document.
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San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

[NAME OF SCHOOL]

HOME/SCHOOL COMPACT

(This is provided only as an example)

[Name of school] and families of students enrolled at [name of school] agree that this compact outlines how the parents, the entire school staff, and the students will share responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve California's high standards.

This Home/School Compact is in effect during school year _____.

REQUIRED HOME/SCHOOL COMPACT PROVISIONS

(This is provided only as an example)

SCHOOL RESPONSIBILITIES

The *[enter name of school]* will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables participating children to meet California's student academic achievement standards as follows:

(Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.)

2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement.

(Describe when the parent-teacher conferences will be held.)

3. Provide parents with frequent reports on their child's progress.

(Describe when and how the school will provide reports to parents.)

4. Provide parents reasonable access to staff.

(Describe when, where, and how staff will be available for consultation with parents.)

5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:

(Describe when and how parents may volunteer, participate or observe classroom activities.)

Page 2, Home/School Compact
[Name of school]

PARENT RESPONSIBILITIES

We, as parents, will support our child's learning by:

(Describe the ways in which parents will support their children's learning.)

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television my child watches.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my child's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on advisory groups, such as the School Site Council (SSC), the District Advisory Council for Compensatory Education (DAC), the English Learner Advisory Committee (ELAC), or other school advisory groups.

Optional additional provisions

(This is provided only as an example)

STUDENT RESPONSIBILITIES *(revise by grade level, as appropriate)*

We, as students, will share the responsibility to improve our academic achievement and achieve California's high standards:

(Describe the ways in which students will support their academic achievement.)

- ✓ Do my homework every day and ask for help when I need it.
- ✓ Read at least 30 minutes every day outside of school time.
- ✓ Give to my parents or the adult who is responsible for my welfare, all notices and information received by me from my school every day.

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San Diego Unified School District
Financial Planning and Development
Financial Planning, Monitoring and Accountability Department

**Annual Requirements for Title I Schools
Verification Form 2017-18**

_____ *School Name*

1. The Annual Title I Parent Meeting was held on: _____
2. The **site** Title I Parent Involvement Policy was approved by the SSC on (document in SSC minutes): _____
3. The **site** Title I Parent Involvement Policy was distributed to parents on: _____
4. The **site** Home/School Compact was approved by the SSC on (document in SSC minutes): _____
5. The **site** Home/School Compact was distributed to parents on: _____
6. The **district** Title I Parent Involvement Policy was distributed to parents on: _____

The undersigned declares under penalty that the foregoing is true and correct.

_____ *PRINT Principal's Name*

_____ *Principal's Signature*

**Retain a copy of this document in your SSC (School Site Council) binder
for state and federal auditing purposes.**

Send ORIGINAL document to:
EDUCATION CENTER, Room 3209
Financial Planning, Monitoring and Accountability Department
4100 Normal Street
Due by October 27, 2017

Financial Planning and Development
Financial Planning, Monitoring and Accountability Department
Thomas Liberto, Director

2017-18
CONTACT INFORMATION

STAFF ASSIGNMENTS	SCHOOL ASSIGNMENTS
<p>Darío Gutierrez (619) 725-7785 Email: dgutierrez2@sandi.net</p>	<p>All Schools listed in Areas 1,2, and 3, Office of Secondary Schools, Home Hospital, Riley, TRACE, and Whittier</p>
<p>Mary Johnson (619) 725-5611 Email: mjohnson8@sandi.net</p>	<p>All Schools listed in Areas 4,5 and 6, ALBA DAC Liaison</p>

Eugene Brucker Education Center
4100 Normal Street, **Room 3209**

Telephone: (619) 725-5605
Fax: (619) 725-7055

Additional resources and information can be found at the
Financial Planning, Monitoring and Accountability Department website

<http://www.sandi.net/Page/37313>



SAN DIEGO UNIFIED SCHOOL DISTRICT
FINANCIAL PLANNING AND DEVELOPMENT
FINANCIAL PLANNING, MONITORING AND ACCOUNTABILITY DEPARTMENT

TITLE I SCHOOLS FOR 2017-18

Area 1 – Bruce Bivins		
Lincoln Cluster	Webster Elementary	Farb Middle
Baker Elementary	Knox Middle	Serra High
Balboa Elementary	Millennial Tech Middle	
Chavez Elementary	Lincoln High	
Chollas/Mead Elementary		
Encanto Elementary	Serra Cluster	
Horton Elementary	Hancock Elementary	
Johnson Elementary	Miller Elementary	
Nye Elementary	Tierrasanta Elementary	
Porter Elementary	Vista Grande Elementary	
Valencia Park Elementary	DePortola Middle	Total : 21

Area 2 – Lamont Jackson		
Mira Mesa Cluster	University City Cluster	Pacific View Leadership Elementary
Ericson Elementary	Doyle Elementary	Paradise Hills Elementary
Hage Elementary	Spreckels Elementary	Penn Elementary
Hickman Elementary	Standley Middle	Perry Elementary
Jonas Salk Elementary	University City High	Zamorano Elementary
Mason Elementary		Bell Middle
Walker Elementary	Morse Cluster	Morse High
Challenger Middle	Audubon K-8	
Wangenheim Middle	Bethune K-8	Atypical Schools
Mira Mesa High	Boone Elementary	SCPA
	Freese Elementary	
	Fulton K-8	Total: 26

Area 3 – Kimie Lochtefeld		
Kearny Cluster	Montgomery Middle	Point Loma Cluster
Angier Elementary	Taft Middle	Cabrillo Elementary
Carson Elementary	Kearny EID	Dewey Elementary
Chesterton Elementary	Kearny DMD	Loma Portal Elementary
Cubberley Elementary	Kearny SCC	Ocean Beach Elementary
Fletcher Elementary	Kearny SCT	Correia Middle
Jones Elementary		Dana Middle
Juarez Elementary	Mission Bay Cluster	Point Loma High
Linda Vista Elementary	Barnard Mandarin Magnet Elementary	
Ross Elementary	Crown Point Elementary	
Wegeforth Elementary	Pacific Beach Middle	
	Mission Bay High	Total: 27

TITLE I SCHOOLS FOR 2017-18

Area 4 –Dr. Sofia Freire		
Clairemont Cluster	Madison Cluster	Henry Cluster
Alcott Elementary	Field Elementary	Foster Elementary
Cadman Elementary	Hawthorne Elementary	Gage Elementary
Toler Elementary	Lafayette Elementary	Green Elementary
Marston Middle	Lindbergh Schweitzer Elementary	Hardy Elementary
Clairemont High	Sequoia Elementary	Lewis Middle
	Whitman Elementary	Pershing Middle
Atypical Schools	CPMA Middle	Patrick Henry High
John Muir K-12	Innovation Middle	
Longfellow K-8	Madison High	
		Total: 23

Area 5 – Mitzi Merino		
San Diego Cluster	Kimbrough Elementary	Roosevelt Middle
Birney Elementary	Logan K-8	San Diego Business/Leadership
Burbank Elementary	McKinley Elementary	San Diego International Studies
Emerson/Bandini Elementary	Perkins K-8	San Diego Science and Technology
Florence Elementary	Rodriguez Elementary	
Garfield Elementary	Sherman Elementary	Atypical Schools
Golden Hill K-8	Washington Elementary	Language Academy K-8
Jefferson Elementary	Memorial Prep Middle	
		Total: 20

Area 6 – Judy Tenorio (Interim)		
Crawford Cluster	Hoover Cluster	Clark Middle
Carver Elementary	Adams Elementary	Wilson Middle
Clay Elementary	Central Elementary	Hoover High
Euclid Elementary	Cherokee Point Elementary	
Fay Elementary	Edison Elementary	
Ibarra Elementary	Franklin Elementary	
Marshall Elementary	Hamilton Elementary	
Oak Park Elementary	Joyner Elementary	
Rolando Park Elementary	Normal Heights Elementary	
Mann Middle	Rosa Park Elementary	
Crawford High	Rowan Elementary	
		Total: 23

Office of Secondary – Cheryl Hibbeln		
ALBA	Garfield High	San Diego MET 9-12
East Village High	Mt. Everest Academy	Twain High
		Total: 6

Alternative/Additional Schools		
Home and Hospital	TRACE	Whittier
Riley		
		Total: 4

TOTAL NUMBER OF TITLE I SCHOOLS 149
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