



**Los Angeles Unified School District  
Parents as Equal Partners in the Education of Their Children**



**Final Report**

March 10, 2011

*This Taskforce Report and all supporting Parents as Equal Partners Taskforce documentation are available at <http://www.lausd.net/parent-services>*

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**Special Thanks to the 50+ parents who participated in the Taskforce Working Groups  
(see Appendix B for a list of names)**

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## Letter from the Parents as Equal Partners Chair, Antonia Hernández

Dear Board Members, Superintendent Cortines, and Incoming Superintendent John Deasy:

On behalf of the members of the Parents as Equal Partners Taskforce, I would like to thank you for the opportunity to chair this Taskforce. I also would like to thank everyone that participated in the meetings, public hearings and working group sessions to review current research, best practices and develop recommendations on how the district can augment current parental engagement efforts. The commitment and dedication of the Taskforce members and the public that attended the meetings is to be commended, they all played an important role in crafting the recommendations presented in this report.

Over the last few years, meaningful parental engagement efforts have emerged as the most important strategy to improve student learning. Parents/guardians are, and will always be, lifelong teachers for their children and have the ability to leave a meaningful impact on their learning. With this in mind, on December 14, 2010, the LAUSD Board of Education passed the Parents as Equal Partners (PAEP) resolution and created a Taskforce responsible for developing recommendations on how to engage and equip parents/guardians to participate in their children's education at school and at home. This effort included several committed parents/guardians, community representatives, district staff, administrators, higher education partners, nonprofits and other stakeholders that met over the last eight weeks. A major achievement that resulted from the work of the Taskforce was the establishment of a clear definition of parental engagement and the various components required to connect to student achievement. The Taskforce had an open discussion on February 28<sup>th</sup> and agreed on a common definition that describes parental engagement as the following:

“meaningful parental engagement is when schools see parents/guardians as equal partners in promoting student achievement and recognize parents’ talents and skills as resources to promote children’s educational development.”

Other common themes generated in the conversation included:

- the need to provide a welcoming environment at each school site;
- having open communication between staff and parents/guardians;
- developing genuine partnerships, and;
- having principals play a leadership role in engaging parents/guardians and creating a “welcoming environment.”

With the intent of improving student academic achievement in the district, the working groups were instrumental in reviewing research, analyzing data, and capturing the comments and input from community stakeholders. Through this process, the taskforce developed a series of thorough and strategic recommendations to help strengthen parental engagement in the school district. This report presents recommendations agreed upon by the taskforce for the following working groups:

- The District Parents’ Bill of Rights and Responsibilities
- The Parent and Family Center Resource Curriculum
- The Parent and Family Center Accountability Matrix
- The District Family Support Network and Delivery Model

While the work of the Taskforce in ensuring that parental engagement plays an integral part in the educational experience of LAUSD children, it is clear that this work is not independent of other reforms in the district and local schools. Increased parental engagement efforts should not be approached independent from teacher accountability,

public school choice, and other related issues. As a result, it is vital that resources and time be spent in ensuring that parental engagement is fully integrated to the Districts ongoing reforms through a holistic approach. In addition, the District must make a concerted effort to ensure that all parent engagement activities are aimed at improving student achievement and advancing student academic growth. I am making the following recommendations to ensure that parental engagement work is not only a piece of larger reform efforts but that, quality evaluation, benchmarks, and a measurable approach is set in ensuring the success of parental engagement work in the district:

- LAUSD should seek clear explanations and waivers from the State and Federal Department of Education to leverage resources;
- LAUSD should work with their labor partners to ensure that meaningful parent engagement is involved in the evaluations of staff members and ultimate responsibility for parent engagement lies with the school site principal and should be part of their performance review;
- LAUSD should restructure all advisory committees and establish clear criteria and term limits for parents to sit on any advisory committee;
- Advisory committee meetings should be streamlined and focused on implementation and support of the Task Force recommendations;
- LAUSD should reallocate and use all parent engagement funds at the school site level, more effectively and efficiently in order to support the task force recommendations, improve student achievement, and consolidate all parent engagement activities under one unit.

Previous efforts for school reform have demonstrated the challenges that lie in ensuring effective implementation. To meet the goals outlined in this report, the Taskforce and I recommend that philanthropy and local community based organizations partner to create an external monitoring organization with an expert advisory council that monitors the implementation and evaluation of these recommendations.

The Taskforce has also identified common threads in more than one working group, and I recommend the District immediately implement the following:

- Develop an internal LAUSD ad-hoc committee that will document and implement a plan of action to insure the recommendations of this working group are implemented within a three year period.
- Each school will have a Family Action Team that will be responsible developing, and coordinating those activities identified in the school Single Plan that support improved parent engagement and improved access to services for families.
- District will realign current departments that provide parent education such as adult education in order to assure that common curriculum tools are used.
- Implement Welcoming and Safe Environment training for all schools, families and communities

The course recommended by the Taskforce will require a real and objective partnership between district administrators, teachers, principals, parents, community based organizations, and philanthropy. This report is an important step to building strategic parent engagement and having a meaningful impact in the education of all LAUSD students.

Sincerely,



Antonia Hernández  
President and CEO  
California Community Foundation

## **I. Introduction**

Partnerships between the school and home are closely aligned to improved academic achievement. Research shows that involving families and the community will lead to children's academic and social success.

The evidence is consistent, positive, and convincing: families have a major influence on their children's achievement. When schools, families, and community groups work together to support learning, children tend to do better in school, stay in school longer, and like school more. The key findings from this research are:

- Students whose families are involved in their learning earn better grades, enroll in higher-level programs, have higher graduation rates, and are more likely to enroll in postsecondary education.
- When families take an active interest in what they're learning, students display more positive attitudes toward school and behave better both in and out of school.
- Children do best if parents can play a variety of roles in their learning; helping at home, volunteering at school, planning their children's future, and taking part in key decisions about the school program.
- Middle and high school students whose families remain involved in these ways make better transitions, maintain the quality of their work, develop realistic plans for the future, and are less likely to drop out.
- Children from diverse culture backgrounds tend to do better when families and school staff join forces to bridge the gap between home and school cultures.

Taken from Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement* (Austin, TX: Southwest Educational Development Laboratory, 2002)

### **The Formation of the Parents as Equal Partners in the Education of Their Children Taskforce**

The Los Angeles Unified School District Board of Education passed the *Parents as Equal Partners in the Education of their Children* resolution on December 14, 2010. As a result of this resolution, LAUSD formed a Taskforce of key stakeholders. The Taskforce is responsible for the development of four district tools to engage and equip parents to participate in their children's education at school and at home. The Taskforce consists of four Working Groups that meet specific outcomes in the resolution. All meetings were open to the public and included the opportunity for public comments. Descriptions of the Working Groups are as follows:

*The Parent and Family Center Resource Curriculum Working Group* is responsible for building upon the existing Parent Engagement Toolkit and developing additional curriculum that will aide parents in participating and fully supporting their children's education.

*The District Parents' Bill of Rights and Responsibilities Working Group* is responsible for developing a proposal for a Bill of Rights and Responsibilities within 90 days. The Bill of Rights will be built on tenants of research-based parent engagement and will be outlined in the District's 2011-2014 Strategic Plan for Parental Involvement.

*The District Family Support Network and Delivery Model Working Group* will develop a plan to align comprehensive parent and family wrap-around services and trainings through the Parent and Family Centers

at every school. The plan will link existing District services for students and families and help create partnerships that connect parents to resources from the county, city, community and government agencies.

*The Parent and Family Center Accountability Working Group* will be responsible for developing accountability measures which will align to an annual Parent and Family Center plan that will be integrated within the District's Single Plan for Student Achievement. This accountability matrix will include strategies to enable schools to partner with community organizations with parent engagement expertise; reflect clear outcomes and measures and ensure sufficient staffing to support the execution of effective parent engagement at the school site.

### **The Superintendent's Philosophy and Priorities, and the Work of the PAEP Taskforce**

The recommendations of the PAEP come at an important moment in time for the Los Angeles Unified School District. Incoming Superintendent John Deasy will receive recommendations from Ramon Cortines that will implement a comprehensive plan on how to improve the engagement of parents across the District and ensure that quality parent training takes place at every school.

### **The Make-Up, Structure and Process of the Taskforce**

This Taskforce, which includes parent and community representatives, private sector leaders, higher education partners as well as district leaders, teachers, and administrators began meeting in January 2011. The Taskforce and its Working Groups met eight times from January 2011 to March 2011 to hear presentations, review research and data and to vet and discuss recommendations developed by Taskforce Working Groups.

At the outset of the Taskforce work, four Working Groups were formed, with Taskforce members self-selecting their focus area based on interest and expertise. The Working Groups (*Parent and Family Center Resource, District Family Support Network, Parents' Bill of Rights and Responsibilities, and Parent and Family Center Accountability*) were also opportunities for additional parents to be active participants in the exchange of ideas, the discussion of proposals and the drafting of recommendations for review by the full Taskforce.

Each Working Group pursued a similar process of reviewing relevant research, considering current district practices, and debating and developing recommendations. Working Group facilitators met regularly with one another to bridge the work of each other's sub-committees. Draft recommendations from each Working Group were presented at full Taskforce meetings, where Taskforce members and public participants shared feedback. The Taskforce additionally held a Public Hearing to allow members of the public to examine early findings and contribute input to the full Taskforce membership. In some cases, these draft recommendations received general support from the full Taskforce. In others, some members supported the recommendations and some shared concerns. In a few cases, recommendations were removed or significantly altered. In most cases, these draft recommendations translated into the final recommendations below.

A draft of the final recommendations was released for public comment on February 28, 2011. Constituency groups named to the Taskforce were invited to submit brief statements on the recommendations (see Appendix D). Further public comment is encouraged.

## II. Context and Considerations

As the Taskforce deepened its knowledge about each area, several items became fundamental markers/elements of the conversation and recommendation development process. Each Working Group reviewed current District practice, continuously reviewed notes from each Working Group to ensure connectivity for each focus area, examined promising practices (as appropriate) within the district and from around the country, and raised concerns with the status quo. The Working Groups also identified **common strands** identified in the following table:

<b>Parent &amp; Family Center Resources Working Group</b>	<b>Parents’ Bill of Rights Working Group</b>	<b>District Family Support Network Working Group</b>	<b>Parent and Family Center Accountability Working Group</b>
Welcoming and safe environment training for all schools, families, and communities	Welcoming and safe environment training for all schools, families, and communities	Welcoming and safe environment training for all schools, families, and communities	Welcoming and safe environment training for all schools, families, and communities
Family Action Teams operating at ALL schools			
Re-alignment and linking of District departments and performance measures with high expectations and promising family engagement practices and interventions to increase student achievement and school improvement	Re-alignment and linking of District departments and performance measures with high expectations and promising family engagement practices and interventions to increase student achievement and school improvement	Re-alignment and linking of District departments and performance measures with high expectations and promising family engagement practices and interventions to increase student achievement and school improvement	Re-alignment and linking of District departments and performance measures with high expectations and promising family engagement practices and interventions to increase student achievement and school improvement
Review of current technology applications for increasing parent outreach and involvement (e.g. ConnectEd and ISIS)	Review of current technology applications for increasing parent outreach and involvement (e.g. ConnectEd and ISIS)	Review of current technology applications for increasing parent outreach and involvement (e.g. ConnectEd and ISIS)	Review of current technology applications for increasing parent outreach and involvement (e.g. ConnectEd and ISIS)
Giving proper authority to internal stakeholders for implementing plan successfully	Giving proper authority to internal stakeholders for implementing plan successfully	Giving proper authority to internal stakeholders for implementing plan successfully	Giving proper authority to internal stakeholders for implementing plan successfully

Each Working Group prioritized their recommendations and provided a three-year implementation plan that is embedded within each focus area.

## **Current LAUSD Parent Involvement Structure**

The Parents as Equal Partners (PAEP) resolution included a mandate for the District to provide a Board informative summarizing the funding and outcomes from the past two years. (Appendix E).

The Los Angeles Unified School District spent \$18.9 million in parental support in Fiscal year 2009-10 and has budgeted \$18.7 million for FY 2010-11. This funding is currently implemented and monitored through several different District offices including the Parent Community Services Branch (PCSB); the Division of Adult and Career Education; the Early Education Division; Food Services and the eight Local District offices.

During the 2009-10 school year, the Parent Community Services Branch and the Local District offices supported well over 500 meetings of advisory committees. A recent reduction in central subcommittees has eliminated approximately 90 meetings. However, the majority of staff resources at the central and Local District level continue to be used to support the five central and three local district advisory committees.

The central committees include the District Advisory Committee (DAC); the District English Learner Advisory Committee (DELAC); the Parent Collaborative (PC); the Community Advisory Committee (CAC) and the Special Education Multicultural Advisory Committee (SEMAC).

The CAC and SEMAC are facilitated by the Division of Special Education and receive funding based on District-approved expenditures. The PC and SEMAC are District-created committees with no federal or state mandates.

The DAC, DELAC, and PC committees are facilitated by the Parent Community Services Branch and receive operational allocations from Compensatory Education (DAC); Economic Impact Aid—Limited English Proficient/Title III (DELAC) and General Fund (PC) resources. PCSB is also responsible for monitoring the establishment of all appropriate central and school site advisory committees and councils.

Each Local District facilitates meetings of the Local District Compensatory Education Advisory Committee (LDCEAC); Local District English Learner Advisory Committee (LDELAC); and Parent Community Advisory Committee (PCAC) and ensures that every school elects and operates appropriately formed School Site Councils (SSCs); Compensatory Education Advisory Committees (CEACs); and English Learner Advisory Committees (ELACs).

LAUSD implements a School Report Card and conducts an annual School Experience Survey to provide parents with a forum to give input into the school learning environment. 2010 data indicated that the District received responses of 109,820 parents who represent (28%) of the 396,769 LAUSD parents who received surveys.

## **Current Barriers:**

### **The Parents as Equal Partners Board Resolution required that this Taskforce develop:**

- A District Parents' Bill of Rights and Responsibilities
- A Core Parent & Family Center Resource Curriculum and Parent Center (henceforth renamed Parent & Family Center) Accountability Matrix

- A framework and menu of viable delivery models for our Parent & Family Centers and the implementation of a District Family Support Network as a key component of the Parent Centers

The Working Groups of this Taskforce began this improvement process by identifying perceived barriers in their focus area. The inclusion of representatives for parents, parent support staff, community-based organizations, non-profits, universities, LAUSD instructional offices, early education, adult education, philanthropies and others ensured that the perceptions represent both external and internal experiences.

Working Groups	Summary of Identified Barriers, Issues and Change
Parent and Family Center Resources Working Group	<p><b>The Parent Engagement Toolkit must be improved to include:</b></p> <ul style="list-style-type: none"> <li>▪ The elimination of unnecessary components</li> <li>▪ Specific targets for parents of special needs students including Special Education, English Learners, Gifted and Talented Education and Standard English Learners</li> <li>▪ Trainings for parents at Continuation High Schools</li> <li>▪ Strategies that are inclusive of teachers receiving support for parental involvement (mutual learning and communication)</li> <li>▪ Trainings that include opportunities for teacher modeling and include extra-curricular activities for parents and their children</li> <li>▪ Electronic access to all trainings</li> </ul>
Parents’ Bill of Rights (PBOR) Working Group	<ul style="list-style-type: none"> <li>▪ The PBOR must link to the recommendations being developed by the other Working Groups</li> <li>▪ The final report should incorporate rights already provided to parents by state and federal law</li> <li>▪ The Taskforce must identify the method of implementation to ensure that the PBOR meets its purpose</li> </ul>
District Family Support Network Working Group	<p><b>Parents need training courses as follows:</b></p> <ul style="list-style-type: none"> <li>▪ English as a Second Language and GRE courses</li> <li>▪ Strategies for assisting students with school work</li> <li>▪ Computer and technology classes</li> <li>▪ Employment and literacy training</li> <li>▪ Information on how the school system works from pre-school to college</li> <li>▪ Public speaking, leadership and <i>trainer of trainers</i> model, to help parents learn how to mentor other parents</li> </ul>
Parent and Family Center Accountability Working Group	<ul style="list-style-type: none"> <li>▪ There is a fear by some administrators to empower parents too much and a perception that parent engagement is not valued by administrators across the system</li> <li>▪ The District must examine the collaboration issues that hold us back</li> <li>▪ The District is too compliant-driven – this work must change the true scope of parent engagement</li> <li>▪ Resources must be front-loaded to support implementation of this plan</li> <li>▪ Parent engagement must be a District priority and linked with other new initiatives and policies, particularly in historically underserved communities of color</li> <li>▪ District should use language that all parents will understand</li> </ul>

To address these identified barriers, each Working Group met a minimum of six times between

January 24<sup>th</sup> and March 7<sup>th</sup>, 2011.

Section III identifies the specific recommendations from each Working Group to develop a District Parents' Bill of Rights and Responsibilities; a Core Parent & Family Center Resource Curriculum and Parent & Family Center Accountability; a framework and menu of viable delivery models for our Parent & Family Centers and the implementation of a District Family Support Network as a key component of the Parent & Family Centers.



### III. Taskforce Recommendations

#### Parent and Family Center Resource Curriculum Recommendations

To ensure that the needs of parents are met at local school sites, LAUSD operates over 500 Parent and Family Centers that serve an important role in breaking down barriers, addressing issues of parent self-esteem, and providing knowledge and information to parents in a language they can understand. Research has shown that Parent and Family Centers are a critical and essential link toward creating an integrated and inclusive school environment. LAUSD began implementing Parent Centers as an integral component of parent engagement at the school site level since 1994.



Parent Centers serve as the hub for school volunteerism and provide a platform for staff members to provide direct support for the implementation of District/school parent activities. In January 2010, LAUSD pioneered the Parent Engagement Toolkit to establish foundational trainings to engage parents in the academic support of their children. This Working Group has identified recommendations that will update the Parent Engagement Toolkit to better support parents and the District goal of prioritizing parent engagement at every school site.

**Recommendation 1: The District will develop and implement a three-year plan for the development and implementation of new Parent Engagement Toolkit trainings that will aid parents in participating and fully supporting their children’s education.**

**Recommendation 2: The District will reorganize the Parent Engagement Toolkit to include grouping of curricula by school levels.**

**Recommendation 3: The District will administer beginning of the year surveys to prioritize trainings based on the school’s comprehensive needs assessment.**

**Recommendation 4: The District will develop and implement a three-year plan for the development and implementation of consistent, user-friendly, delivery models for all Parent Engagement Toolkit trainings.**

#### Parent Bill of Rights and Responsibilities Working Group Recommendations

These recommendations are founded on the belief that an effective public education system is key to a vibrant democracy and a productive economy, fundamental to strengthening the vitality of our everyday

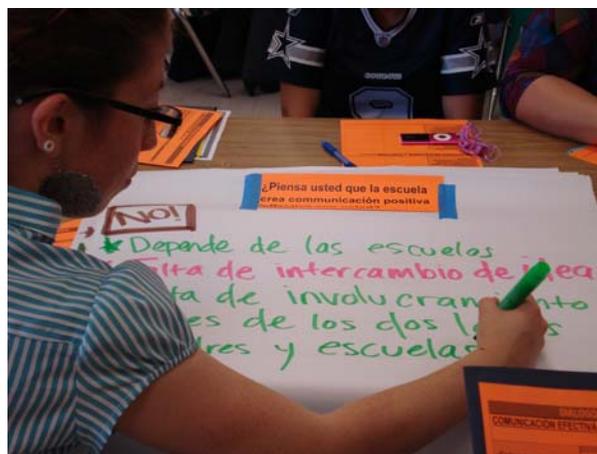
lives. The recommendations present a framework of the core principles of an effective parent-school partnership and delineates the fundamental rights and responsibilities of a parent that has a child enrolled in a publically funded LAUSD school. It is important to note that these recommendations were informed by the local, state, and federal policies around parent involvement<sup>1</sup> and are not designed to usurp those legal rights but are designed to support and enhance the availability of the rights due to parents under the law. These recommendations are **not** a summary of those legal rights<sup>2</sup>, **nor** a comprehensive list of what parents and schools “**can or should**” do to support children’s education. As such, these recommendations go beyond a simple summary or “can do” list by describing the **core components** of an effective parent -school partnership. Finally, these recommendations were created to inform the development and implementation of public education policies and programs that seek to **authentically** engage parents.

**Recommendation 1: Adopt the *Parent Bill of Rights and Responsibilities* as a framework of the core principles of effective parent-school partnerships and invite key stakeholders to endorse it and require all school staff and parents to sign it every year. (See Appendix D)**

**Recommendation 2: Link the *Parent Bill of Rights and Responsibilities* to the *Parent Engagement Accountability System* to insure that parents’ rights are upheld throughout the district, including the development of a process and structure for parents to submit complaints if they perceive their rights are being violated and the inclusion of parent engagement as a key component of educator and principal evaluation.**

**Recommendation 3: Assign a high level staff person in the Superintendent’s Office to oversee a Parent Engagement Ad-hoc Committee, to include parents and community members, to monitor the implementation of the resolution and conduct an “audit” to assess if current policies and practices are supporting parent rights.**

**Recommendation 4: Implement the ten additional Working Group recommendations for quality implementation of the Parents’ Bill of Rights and Responsibilities. (See Appendix D)**



<sup>1</sup> LAUSD Title I Parent Engagement Plan, California Education Code Section 51100-51102, Federal ESEA law

<sup>2</sup> For a summary of parent rights in local, state, and federal policy, see: the LAUSD bulletin Number BUL-2680, September 1, 2006, LAUSD Parent Student Handbook 2010-11, and see various federal laws and state education codes.

### **District Family Support Network and Delivery Model Working Group Recommendations**

All parents and families will be welcomed and engaged as full partners in their children’s education and receive the assistance they need to support improved academic outcomes for their children. Parents, guardians and caregivers are all considered “parents” in this plan. All internal and external services for families will be integrated for full equal access. Our vision includes:

- Services for families that are universally available, easily accessed and based on community needs
- Parent services will be culturally and linguistically appropriate and meet the needs of parents
- All parents will be provided the opportunity to participate in their local school and their child’s education and learning
- A multiple stakeholder team will design a fully functioning Parent & Family Centers at every school
- Parent and family support delivered through school site Parent & Family Centers. When necessary, support can be provided through high school complex Family Centers, which will coordinate and link with individual school centers

**Recommendation 1: Parent & Family Center: All centers will serve as a point of access for information and referral resources related to district, public, private, non-profit, medical, mental health services as well as legal and social services.**

**Recommendation 2: School/Family Action Teams: Each school will have a Family Action Team that will be responsible developing, and coordinating those activities identified in the school Single Plan that support improved parent engagement and improved access to services for families.**

**Recommendation 3: High School Complex Family Center: Every local district will organize around a high school complex for the coordination and improving services that cannot be provided at individual schools. Local districts will redirect existing positions such as parent ombudsman, organization facilitator, to have a coordinating responsibilities for these activities.**

**Recommendation 4: Parent Education: Each school will make use of the Parent Engagement Toolkit as a method of educating and informing parents. District will realign current departments that provide parent education including adult education in order to assure that common curriculum tools are used.**

### **Parent and Family Center Accountability Working Group Recommendations**

*Against the backdrop of this District’s most challenging fiscal crisis and inevitable shrinking resources, the Parent and Family Center Accountability Working Group worked diligently over a six week period to develop a comprehensive and coherent Parent and Family Center Accountability Framework that will support and serve the needs and aspirations of all LAUSD parents and families in a shared responsibility for increasing student success.*

The Parent and Family Center Accountability Framework is a starting point for linking district performance measures and policy with high expectations and promising family engagement practices and interventions to increase student academic achievement and school improvement. It will focus on strengthening the capacity of families to be strong education advocates for their children, particularly in historically underserved

neighborhoods of color. The result of which will help to lessen “*real life barriers that hinder parental involvement by designing and aligning programs, partnerships, and services that reflect the needs and challenges our families face every day.*”

The framework includes accountability measures for growing effective Family Centers based on the annual Parent and Family Center plan that will be integrated within the Local Education Agency (L.A. Unified School District) Plan and each school’s Single Plan for Student Achievement. This “accountability matrix” will include key strategies and activities to enable schools to build capacity and partner with community stakeholders and others with parent engagement expertise; reflect clear outcomes and measures and ensure sufficient staffing to support the execution and sustainability of effective family engagement at the school site.

**Principles for Accountability:** 1) Framework is a living document to be reviewed often to ensure its ongoing responsiveness and relevance to parents/families and student outcomes; 2) Framework is embedded in District’s education reform efforts; 3) All school officials including local superintendents, principals, parent center directors, teachers, and parents are to have the authority to lead with integrity, best practices and innovation based on a system of ongoing access to meaningful trainings and supports; 4) Communication with families is fundamental to building knowledge, understanding, and partnership; and 5) Reward and celebrate positive outcomes district-wide and locally.

The Accountability Framework created by the Working Group (Appendix E) contains a comprehensive list of four quality measures including Welcoming Environment for all schools and Parent and Family Centers, Parent and Family Center Accessibility and Safe Environment, Parent and Family Center Responsiveness, Parent and Family Center Collaboration with all stakeholders, Parent and Family Center Trainings, and Parent and Family Center Value and Significance (see Appendix E).

**Recommendation 1: Policy and data accountability mechanisms are enhanced for evaluating, strengthening, and sustaining robust Parent and Family Centers around collaborative relationships and shared responsibility for student achievement.**

**Recommendation 2: Collaborative practices becomes the norm between schools and family centers, and family centers and community stakeholders with resource and capacity-building expertise.**

**Recommendation 3: Leadership and guidance for effective family engagement implementation.**

**Recommendation 4: Oversight and Quality Assurance for implementation of recommendations.**

**Recommendation 5: Pioneer a new parent leadership model that reinforces collaborative action, inclusiveness, and learning that results in a unified set of expectations and behaviors that work together for improving schools.**

#### **IV. Next Steps: Realizing the Recommendations of the Taskforce**

The work of the PAEP provides an important step toward ensuring that every parent in this District has the opportunity to learn how to effectively support the education of their children and receive wrap-around services at the school site. Now, the Superintendent and district staff must take these recommendations, and

work toward putting them into practice in partnership with the very stakeholder groups who worked together on this Taskforce.



## V. Parents as Equal Partners Implementation Goals and Objectives

These recommendations will now guide the implementation of a comprehensive approach to how LAUSD aligns its resources to support parent engagement at every school site. To meet the goals identified in this report, we recommend that the Superintendent develop a multi-year, multi-phase implementation plan that will pursue all objectives, with clear and regular targets identified for progress toward the recommendations.

We have also identified common threads identified in more than one Working Group, for immediate implementation as follows:

- Develop an internal LAUSD ad-hoc committee that will document and implement a plan of action to insure the recommendations of this Working Group are implemented within a three year period.
- Each school will have a Family Action Team that will be responsible developing, and coordinating those activities identified in the school's Single Plan that support improved parent engagement and access to services for families.
- District will realign current departments that provide parent education including adult education in order to assure that common curriculum tools are used.
- Implement *Welcoming and Safe Environment* training for all schools, families and communities

### Key Considerations for Implementation

Taskforce members articulated several important considerations for the implementation process:

- **Implementation:** Implementation should occur in phases with a clear timeline for 'district-wide' support and accountability. **See Appendix F for a three-year implementation plan of taskforce recommendations.**
- **Build on existing infrastructure:** Where possible and appropriate, implementation efforts should build on existing infrastructure, such as programs or initiatives that are already in place that can be aligned to PAEP recommendations.
- **Leverage existing expertise:** Both inside LAUSD and within the greater Los Angeles community, there is expertise that can be leveraged to support implementation. For instance, the Taskforce clearly identified that the District must implement successful partnerships with non-profits and

community-based organizations to ensure that all staff are adequately trained in the Parent Engagement Toolkit curricula.

### **The Ongoing Role of the Taskforce**

The Parents as Equal Partners Taskforce will play a critical and ongoing role in LAUSD's efforts to implement training for parents to assist in the education of their children.

- **Engaging our key stakeholders:** The PAEP includes members of many of our major stakeholder groups in LAUSD. PAEP members must engage their constituencies in discussions about these recommendations, collect feedback and communicate with staff. Implementation will be an interactive process requiring ongoing feedback and retooling as we work toward policies, systems and processes that achieve the best possible results for our parents and students
- **Informing and participating in implementation:** Certain PAEP members will have a formal role in the implementation process. It is recommended that the Superintendent form an ongoing monitoring Taskforce to review benchmarks and ensure the accountability for the aforementioned recommendations
- **Holding staff accountable for implementation goals and objectives:** PAEP members will play a critical role in ensuring that we meet the aforementioned goals and objectives. Over at least the next three years, there will be quarterly Ad Hoc Taskforce meetings to provide updates to get feedback from members on the progress of this work

## **VI. Appendices**

- Appendix A.** *Parents as Equal Partners in the Education of Their Children Resolution*
- Appendix B.** Working Group Membership
- Appendix C.** Comments from PAEP Constituencies and Members
- Appendix D.** Parents' Bill of Rights and Responsibilities
- Appendix E.** Parent and Family Center Accountability Monitoring Framework
- Appendix F.** Three-year Taskforce Implementation Plan
- Appendix G.** Resolution required Board Informative

**Appendix A. *Parents as Equal Partners in the Education of Their Children Resolution*****12-14-10 Regular Board Meeting****ADOPTED AS AMENDED**

Ms. Flores, Mr. Zimmer, Ms. Martinez – Resolution in Support of Parents as Equal Partners in the Education of their Children (Noticed November 30, 2010)

Whereas, The Los Angeles Unified School District has set forth a vision that every student will receive an education in a safe, caring environment, and every student will be college-prepared and career ready;

Whereas, The Governing Board of the Los Angeles Unified School District has identified “Engaged Parents” as one of its five overarching goals to help the District track progress to meet the vision set forth above and ensure that every child is enabled to meet his/her full potential;

Whereas, Research has shown that parent engagement is inextricably linked to student achievement and success and the District has, therefore, identified family and community, together with students and educators, as part of its theory of change;

Whereas, The District’s Strategic Plan for Parental Involvement and Engagement, created by the 2008 Parent Engagement Leadership Taskforce and implemented by the Parent Community Services Branch and the Parent Engagement Steering Committee, has made important progress in creating an infrastructure capable of transforming the practice and culture of parental engagement;

Whereas, Despite these efforts and incremental progress, internal and external parent engagement and Parent Center studies and surveys continue to reflect missed opportunities for authentic engagement and parental support and programmatic imbalance throughout the District;

Whereas, The Board believes that in order to fully engage and equip parents to participate fully in their children’s education at school and at home, school leaders, parents, teachers and students must first be clear and take ownership of each of their roles, rights and responsibilities in ensuring successful student achievement;

Whereas, In order to create the conditions under which parents are likely to become active participants in their child’s education, we must identify and help to remove real life barriers that hinder parental involvement by designing and aligning programs, partnerships and services that reflect the needs and challenges our families face everyday;

Whereas, We must prioritize and maximize the District’s support of parental engagement practices and promote an inclusive culture at all school sites through our office of School, Family and Parent/Community Services; and given the District’s shrinking and finite resources we must fully assess and deliberately (re)direct all our categorical, local, and discretionary investments, in compliance with federal and state laws, to reach this stated obligation to all parents; and

Whereas, Principals are the driving force behind the creation and sustainability of a welcoming school environment and the fostering of a strong culture of parental engagement; now, therefore be it

Resolved, That the Superintendent shall within 30 days deliver to the Governing Board of the Los Angeles Unified School District a report outlining the District’s current parent engagement funding sources, allocations, outcomes yielded from these investments over the last 2 years;

Resolved further, That the Board directs the Superintendent to commission a Taskforce representative of District parents, each District-level parent committee, parent advocates, school leaders, teachers, staff, labor partners, key District units including the Parent Community Service Branch, Adult Education, Personnel Commission, Student Health and Human Services, Office of Curriculum, Instruction and School Support, Office of Early Childhood Education and others, key public institutions including County and City departments, universities and philanthropies for the purpose of developing the following:

- A District Parents' Bill of Rights and Responsibilities
- A Core Parent & Family Center Resource Curriculum and Parent Center (henceforth renamed Parent & Family Center) Accountability Matrix
- A framework and menu of viable delivery models for our Parent & Family Centers and the implementation of a District Family Support Network as a key component of the Parent Centers

Resolved further, That the Taskforce shall present their proposal for a District Parents' Bill of Rights and Responsibilities to the Board for consideration and adoption within 90 days. The proposal, building upon current state and federal guidelines, shall be reflective of the following principles:

- Parents are the first and lifelong teachers of their children
- Parents are knowledgeable and critical advocates for their children
- Parents are equitable partners in education requiring access to all pertinent information about their child's school environment, instructors, and educational options and school site personnel
- Parents are inseparable from the academic success of their children
- Parents are equally accountable for educational outcomes

Once adopted, the distribution and use of the District Parents' Bill of Rights and Responsibilities as a tool to improve District-wide parental engagement shall be outlined in the District's 2011-2014 Strategic Plan for Parental Involvement.

Resolved further, That the Taskforce shall build upon the existing Parent Engagement Toolkit and further develop a Core Parent & Family Center curriculum and Parent & Family Center Accountability Matrix within 60 days. The curriculum shall reflect the tools and resources necessary for parents to participate in and fully support their child's education.

Programming at all school site Parent & Family Centers, at a minimum, must reflect the core curriculum and Parent & Family Center accountability measures set forth by the Taskforce. Parent & Family Center staff, together with the school principal, shall submit annual Parent & Family Center program plans to the Parent Community Service Branch for review and approval prior to each academic school year. Title I schools should incorporate and align annual Parent & Family Center program plans as part of their required Single Plan for Student Achievement. Such plans should be developed in conjunction with a community organization with well-established parent engagement training expertise, reflect clear outcomes and accountability measures, and demonstrate sufficient staffing budget allocations for successful program execution.

Resolved further, That the Taskforce shall deliver within 90 days a framework for the creation and implementation of a District Family Support Network (Network). The proposed Network shall seek to remove barriers to meaningful parent engagement in our schools through the systematic alignment of comprehensive parent and family wrap-around services and trainings through a central access point, e.g. Parent & Family Centers, at every school site.

The Network framework shall set forth the vision, goals and outcomes for a family support system that seamlessly links existing District student and family services, both academic and non-academic, and creates partnerships that connect parents to additional family supports provided by the County, City and other community and government institutions.

Resolved further, That the Taskforce will also develop a menu of viable delivery models under which to operate the Parent & Family Centers and Network. Each model shall include all necessary staffing requirements and/or reconfigurations to ensure successful implementation and long-term sustainability.

In determining the necessary staffing levels and expertise to ensure robust Parent & Family Centers and the successful implementation and sustainability of the District’s Family Support Network, the Taskforce will, first and foremost, prioritize the interests and rights of parents to advocate for their children and the responsibility of District to support their empowerment to do so successfully. As such, the Taskforce’s staffing recommendations shall reflect exploration of typical staffing positions commonly found in successful parental engagement models around the country, pilot programs and mixed-resourced positions.

Resolved further, That the Parent Community Services Branch, in conjunction with District parent committees, using existing funds shall create an Administrator Leadership Best Practices program that identifies principal leaders who have successfully fostered a culture of parent engagement, disseminates best practices, strategies and models for parental engagement District-wide, and provides additional support for outstanding proposed and existing parent leadership and training programs;

Resolved further, That school sites (i.e. principals and teachers) and Parent & Family Centers shall support the full implementation of critical District parent resources e.g. the School Report Card and Parent Survey, as well as the generation of individualized Parent-Teacher-Student compacts outlining the annual expected academic goals and expectations of individual students and the responsibilities of the parent(s), student and teacher in supporting those goals;

Resolved further, That every local district Superintendent will be accountable for supporting principals in the development and implement of successful parent and family centers; and be it finally

Resolved, That the Superintendent will work collaboratively with our Administrators bargaining unit to incorporate the use of multiple measures such as the successful implementation and execution of parent engagement strategies including the use of the District School Report card; accessibility of school site orientations; and successful elementary, middle school and high school student articulation as important and measurable components in the annual evaluation of principal leaders during the 2011-2012 collective bargaining negotiations.

	<u>AYES</u>	<u>NOES</u>	<u>ABSTAIN</u>	<u>ABSENT</u>
Ms. Garcia	X			
Ms. Flores	X			
Ms. Martinez	X			
Mr. Zimmer	X			
Ms. Galatzan	X			
Ms. LaMotte		X		
Dr. Vladovic	X			
TOTAL	6	1		

**ACTION: ADOPTED AS AMENDED**

**Appendix B. Working Group Members**

**Parent and Family Center Resource Curriculum Working Group**

Facilitator: Chris Downing, Administrator, School, Family and Parent/Community Services

<ul style="list-style-type: none"> <li>• Melquisedet Absalom, Parent, DELAC</li> <li>• Connie Acosta, Retired Teacher</li> <li>• Carla Aguirre, LAUSD</li> <li>• Juanita Arevalo, Parent, DAC, Kennedy HS</li> <li>• George Brown, Community, PCAC</li> <li>• Francisco Cache, Representative for Board member Nury Martinez</li> <li>• Ana Carrión, Parent, Parent Collaborative</li> <li>• Donna Chadburn, PTA</li> <li>• Janet Davis, Teacher, UTLA Representative</li> <li>• Olga De la Torre, Community, Parent Collaborative</li> <li>• Susuki Figueroa, Parent, ELAC Member, Hoover El</li> <li>• Rosalba Gonzalez, Pupil Services and Attendance Counselor</li> <li>• Jose Garcia, Parent, Parent Collaborative</li> <li>• Maria Garcia, Community, LD-7</li> <li>• Austin Heather, Parent, DAC, Grand View ES</li> <li>• Maria Elena Hernandez, LAUSD, Teacher</li> <li>• Tony Hicks, Representative of Black Parent Union</li> <li>• Olga Juarez, Community Representative, Roy Romer School</li> <li>• Ricardo Lopez, Teacher, UTLA</li> </ul>	<ul style="list-style-type: none"> <li>• Sandra Lopez, Ombudsperson, LD-2</li> <li>• Karimu McNeal, Community Representative, Dorsey HS</li> <li>• Veronica Flores-Malagon, Centro Latino for Literacy</li> <li>• Monica Martinez, Parent, DELAC</li> <li>• Susana Martinez, PCF, LD-2</li> <li>• Patricia Mascorro, Parent, DELAC</li> <li>• Patricia Mercado, Parent, DELAC</li> <li>• Alexandra Navarro, Parent, DAC, Palms MS</li> <li>• Isabel Oregon, Broad Foundation</li> <li>• Reyna Paredes, Community Representative, Dorsey HS</li> <li>• Rosie Pike, Director-Parent Ed</li> <li>• Leslie Ponciano, LMU</li> <li>• Celina Reynoso, Specialist, LD-3</li> <li>• Wendy Reyes, Parent, DELAC</li> <li>• Walter Waddles Richardson, Parent, DAC</li> <li>• Griselda Rios, Parent-CEAC Alexandria El</li> <li>• Jose Santiago, Parent-Wilshire Park El School</li> <li>• Edith Saragon, United Way of Greater Los Angeles</li> <li>• Jeannette Soriano, LAUSD Budgeting for Student Achievement</li> <li>• Catalina Urrutia, Parent, DELAC</li> <li>• David Wyles, Community, CAC</li> </ul>
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**Parents’ Bill of Rights and Responsibilities Working Group**

Facilitator: Oscar E. Cruz, Director, Families in Schools

<ul style="list-style-type: none"> <li>• Laura Absalom, Parent, Gault School, LD-1</li> <li>• Socorro Arellanes, Parent-Wilshire Park El</li> <li>• Juanita Arevalo, Parent, DAC, Kennedy HS</li> <li>• Antonio Camacho, Principal, 135th St El</li> <li>• Olga De la Torre, Community-Parent Collaborative</li> <li>• Nancy Franklin, Director, LRE, Division of Special Ed</li> <li>• Rosalba Gonzalez, Pupil Services and Attendance Counselor</li> <li>• Austin Heather, Parent, DAC, Grand View ES</li> <li>• Charlotte Henderson, Community, DAC</li> <li>• Chandra Hudson, Parent, LD-7 Barrett El</li> <li>• Patricia Korn, Parent Administrator, LD-8</li> <li>• Maria Martinez, Parent, Mulholand MS</li> <li>• Amalia Marquez, Families in Schools</li> <li>• Gabriel Medel, Director PFU</li> <li>• Charles Melendez, Family/Community Development Specialist LA Ed. Partnership</li> </ul>	<ul style="list-style-type: none"> <li>• Kathleen Mooney, Director, Parent Teacher Ed. Programs FIS</li> <li>• Joanna Neguir, Parent,</li> <li>• Alma Padilla, Parent-Ranchito El School</li> <li>• Rebeca Ponce, Community Rep</li> <li>• Cristina Ramos, Community, Pio Pico School</li> <li>• Bill Ring, Community, LD-3 PCAC</li> <li>• Griselda Rios, Parent, CEAC Alexandria El School</li> <li>• Paul Robak, Parent, DAC, Lomita Magnet ES</li> <li>• Teresa Sitz, Parent-Downtown Magnet School</li> <li>• Bonnie Stillwater, Parent-Parent Collaborative</li> <li>• Michelle Hope Walker, Parent, Hollywood HS</li> <li>• Carmen Zavala, Parent, Parent Collaborative</li> </ul>
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**District Family Support Network and Delivery Model Working Group**

Facilitator: Rene Gonzalez, Assistant Superintendent, Student Health and Human Services

<ul style="list-style-type: none"> <li>• Maria Amaya, Parent – Burton El School</li> <li>• Andres Ameigeras, Parent</li> <li>• Rosie Arroyo, Board and Community Liaison, California Community Foundation</li> <li>• Ilene Ashcraft, Parent, Rep-10<sup>th</sup> District PTSA</li> <li>• Steve Bagby, Parent, Parent Collaborative</li> <li>• Yolande Beckles, Parent, DAC, Hollywood HS</li> <li>• George Brown, Community, PCAC</li> <li>• Julie Burg, Parent, 32<sup>nd</sup> St</li> <li>• Fiorella Del Carpio, Parent/Community Organizer, Familias that Can</li> <li>• Austin Heather, Parent, DAC, Grand View ES</li> </ul>	<ul style="list-style-type: none"> <li>• Karimu McNeal, Parent, LD-3 Dorsey School Janet Miller, Community, DAC</li> <li>• Cristina Ramos, Community, Pio-Pico School</li> <li>• Jeannette Soriano, LAUSD Budgeting for Student Achievement</li> <li>• Bonnie Stillwater, Parent, Parent Collaborative, Selma ES</li> <li>• Joan Sullivan, Deputy Mayor -City Hall</li> <li>• Sue Thornton, Parent, Porter MS</li> <li>• Claudia Vizcaraga, Office of Board Member Steve Zimmer</li> <li>• Santana R. Williams., First 5 LA</li> <li>• Ruth Yoon, Administrator, Early Child Education</li> </ul>
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**Parent and Family Center Accountability Matrix Working Group**

Facilitator: Sandy Mendoza, Community

<ul style="list-style-type: none"> <li>• Cuahutemoc Arroyo, Categorical Program Coordinator, LD-1</li> <li>• Marty Barrios, Specialist, Federal State Education Programs</li> <li>• Robert Battles, Representative, Parent Organizing Network</li> <li>• Ruth Bautista, Parent, Monroe HS/Northridge MS</li> <li>• Goldie Buchanan, Manager, Parent Organization Network</li> <li>• Mary Campbell, Director, LAB</li> <li>• Magdalena Carrión, Parent, Hollywood HS</li> <li>• Reyna Corral, Program Improvement Coordinator, LD-6</li> <li>• Randy Delling, Principal, Hollywood HS, AALA representative</li> <li>• Brittany Estrada, Policy Coordinator, ABC</li> <li>• Zusuki Figueroa, Parent, ELAC Hoover El</li> <li>• Naira Gallayon, Parent, Los Feliz ES</li> <li>• Reginald Green, Parent, LD-7, Muir MS</li> <li>• Austin Heather, Parent, DAC, Grand View ES</li> <li>• Patricia Hemphill, Parent, Mid-City Magnet</li> <li>• Lupe Hernandez, Principal, Maywood EL</li> <li>• Lizza Irizarry, Categorical Program Specialist, LD-4</li> <li>• Unai Montes-Irueste, ABC</li> <li>• Jeannie Kamm, Parent, San Fernando Valley</li> <li>• Zella Knight, Community, Parent Collaborative</li> </ul>	<ul style="list-style-type: none"> <li>• Peter Kuhns, ACCE</li> <li>• Karimu McNeal, Community Representative, Dorsey HS</li> <li>• Maria T. Martinez, Parent, Mulholland</li> <li>• Maria E. Mendoza, Parent, Hollywood HS</li> <li>• Alma Padilla, Parent, Ranchito El School</li> <li>• Reyna Paredes, Parent, Dorsey HS</li> <li>• Kate Presser, Parent, Ranchito El School</li> <li>• Soraya Reyes, Parent, Burroughs MS</li> <li>• Bill Ring, Community, LD-3, PCAC</li> <li>• Griselda Rios, Parent, CEAC Alexandra El</li> <li>• Virginia Rios, Parent, Fulton College Prep.</li> <li>• Robin Salomon, Parent, Hoover El</li> <li>• Araceli Simeon-Luna, Director, MALDEF</li> <li>• Beatriz Solis, The California Endowment</li> <li>• Jeannette Soriano, LAUSD Budgeting for Student Achievement</li> <li>• Bonnie Stillwater, Parent, Parent Collaborative, Selma ES</li> <li>• Yong Hoy Sun, Parent, Wilshire Park School</li> <li>• Susan Tadevosian, Parent, Los Feliz ES</li> <li>• Rosa Villegas, Parent, CAC</li> <li>• Claudia Vizcarra, Field Rep, Board member Steve Zimmer</li> <li>• Kristina Zhamkuaryan, Parent, Los Feliz ES</li> <li>• Iris Zuniga, Chief of Staff, Youth Policy Institute</li> </ul>
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**Appendix C. Comments from PAEP Constituencies and Members**

*Constituency groups (e.g., collective bargaining units) that participated in the PAEP and individual members of the PAEP were invited to submit comment statements regarding the final PAEP recommendations). These comments can be found in alphabetical order in the pages that follow. (Note, also, that we will continue to collect comments from the public on the PAEP website as part of our ongoing efforts to engage all stakeholders in this process.)*

## Appendix D.

### Parents' Bill of Rights and Responsibilities

#### BACKGROUND

The Los Angeles Unified School District Board of Education passed the *Parents as Equal Partners in the Education of their Children* resolution on December 14, 2010. As a result of this resolution, LAUSD formed a taskforce of key stakeholders entrusted to develop four district tools to **engage and equip parents to participate in their children's education at school and at home**. The taskforce consisted of four work groups, including a workgroup to develop a *Parent Bill of Rights and Responsibilities*.

The development of the *Parents' Bill of Rights and Responsibilities* document was guided by the following principles as stated in the resolution:

- Parents are the first and lifelong teachers of their children;
- Parents are knowledgeable and critical advocates for their children;
- Parents are equitable partners in education requiring access to all pertinent information about their child's school environment, instructors, and educational options and school site personnel;
- Parents are inseparable from the academic success of their children and;
- Parents are equally accountable for educational outcomes.

Beyond the principles outlined in the resolution, this document was developed with the understanding that LAUSD, as a **public** education system, is funded by taxpayer money. Therefore, staff has the responsibility – as servants of the public – to provide a quality education to *all* children regardless of race, gender, nationality, and economic status. Finally, this document is founded on the belief that an effective public education system is key to a vibrant democracy and a productive economy, fundamental to strengthening the vitality of our everyday lives.

#### OBJECTIVES

In order to improve student success by strengthening parent engagement, this document seeks to accomplish 3 objectives:

- Clarify the role of parents and the school system as equal partners in the education of students;
- Validate parents' expectations of the public education system; and
- Underscore the responsibilities of parents in supporting their children's education.

The document presents a framework of the core principles of an effective parent-school partnership and delineates the fundamental rights and responsibilities of a parent that has a child enrolled in a publically funded LAUSD school. It is important to note that this document was informed by the local, state, and federal policies around parent involvement<sup>3</sup> and is not designed to usurp those legal rights but is designed to support and enhance the availability of the rights due to parents under the law. This document is **not** a summary of those legal rights<sup>4</sup>, **nor** is it a comprehensive list of what parents and schools "**can or should**" do to support children's education. As such, this document goes beyond a simple summary or "can do" list by describing the **core components** of an effective parent-school partnership. Finally, this document was created to inform the development and implementation of public education policies and programs that seek to **authentically** engage parents.

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<sup>3</sup> LAUSD Title I Parent Engagement Plan, California Education Code Section 51100-51102, NCLB XXXXX

<sup>4</sup> For a summary of parent rights in local, state, and federal policy, see: the LAUSD bulletin Number BUL-2680, September 1, 2006, LAUSD Parent Student Handbook 2010-11, and see various federal laws and state education codes.

## Appendix D.

### PARENTS' RIGHTS

Parents are entitled to access a **free and high quality education** for their children in a safe, healthy and supportive learning environment that prepares students for college and 21<sup>st</sup> century careers. The school system is responsible for:

- Providing **tailored education programs** to all students including those with unique learning needs (gifted students, English language learners, special education students, students with special academic or social needs, etc.);
- Ensuring that all educators are held **accountable** for the performance of students and for effectively engaging parents in ways that increase parents' involvement in the students' education;
- Embracing **family/community networks** that provide resources and services to support student learning and development;

Parents are entitled to a **welcoming environment** in which parents can develop productive and personal relationships with educators and staff to support their child's education. The school system is responsible for:

- Providing effective **training to school administrators, teachers and staff** so parents are welcomed, valued and respected as equal partners;
- **Communicating** with parents in a timely manner using parent-friendly and culturally-appropriate formats and multiple communication strategies (home visits, one-on-one meetings, phone calls, conferences, mailings, email, website, marquees, etc.);
- **Overcoming obstacles** that may prevent parent involvement at home and at school (language barriers, time limitations, lack of accessibility during normal school hours, child care needs, transportation issues, etc.);
- Ensuring that **student information** needed for parents' to understand their child's academic status **are easily accessible**, in a format that parents can understand, and are proactively shared and explained to all parents;
- Ensuring that **decision-making and school procedures are transparent** and that key educational information and particularly public documents (policies, school rules, school plans, budgets, etc.) are easily accessible, in a format that parents can understand, and are proactively shared and explained to all parents;

Parents are entitled to a school system that proactively **involves/engages parents** and includes parents in leadership roles. The school system is responsible for:

- Adhering to the spirit and intent **parent rights** included in local, state and federal law;
- Providing all parents and all staff sufficient and meaningful **opportunities to work and learn together** for the purpose of developing partnerships in support of student learning;
- Providing multiple **parent education experiences** that are designed to strengthen a parent's capacity to support their child's learning at home and at school (parenting skills, nurturing a learning environment at home, knowing how school works, understanding their child's academic status and the child's plans for improvement, etc.);
- Maintaining **effective parent/family resource centers** that are accessible to parents, led by qualified and trained administrators with a staff of trained parent educators (chosen with parent input), and that provide multiple programs and services to address the specific and annually identified parent needs of the communities they serve;

## Appendix D.

- Ensuring parents' understanding of **performance measures** and the school **options** available to them in seeking the best learning environments for their children.
- Proactively and meaningfully **involving parents as active participants** at school, local district, and district levels in such matters as governance, budgeting, school improvement, decision-making, and volunteerism and providing necessary training and supports to continually develop new parent leaders at each school;

### **PARENTS' RESPONSIBILITIES**

In order to create a strong foundation for life-long success, parents shall create a **supportive environment at home** that promotes the value of education, sets high expectations, and supports the learning taking place in school. Parents are responsible for:

- Developing **strong communication links** with each child such that a parent knows their child's needs, anxieties, and strengths;
- Being positive **role models** by exemplifying and instilling values of respect, good citizenship, discipline, healthy living, etc;
- Providing their children with a **rich learning opportunities** (reading at home, talking with children about their hopes and dreams and about how they are doing in school, visiting community events and significant community sites, accessing community resources such as libraries and afterschool/summer programs, etc.) ;
- Ensuring that their children **attend school** every day and that **homework is completed** and turned-in on time;

Parents have a responsibility to **communicate and build relationships with administrators and teachers** to discuss how best to support their child's learning. Parents are responsible for:

- Participating in **learning opportunities** and differentiated training programs that increase a parent's capacity to support their child's learning at home and at school;
- Learning about school and student **performance measures**;
- Meeting with teachers and administrators and building cooperative relationships to **ask questions** and **discuss issues** regarding their child's progress and needs;
- **Responding to communication** from their child's school in a timely manner;
- Learning about **school rules and procedures**;
- **Attending school meetings and activities** regarding issues that impact their child.
- **Choosing** the best school available to their child;
- **Being willing to take part in surveys**, focus groups and other activities to collect parent feedback and satisfaction levels;
- When possible, **volunteering** at school events and in school committees and attending training to learn more about issues that impact the school, their leadership skills, and their ability to advocate for all students.

**Appendix E.**

**Parent and Family Center Accountability Monitoring Framework**

**Statement of Purpose:** Engaged parents and families, and community connections with schools do make a difference in student achievement and success. The Accountability Framework challenges us to be more responsive to parental needs while holding both parents/families and schools accountable for results. Through this effort we expect to shift the parent engagement paradigm from one of limited involvement to a model where parents/families are engaged as equal partners.

**Principles for Accountability:** 1) Framework is a living document to be reviewed often to ensure its ongoing responsiveness and relevance to parents/families and student outcomes; 2) Framework is embedded in District’s education reform efforts; 3) All school officials including local superintendents, principals, parent center directors, teachers, and parents are to have the authority to lead with integrity, best practices and innovation based on a system of ongoing access to meaningful trainings and supports; 4) Communication with families is fundamental to building knowledge, understanding, and partnership; and 5) Reward and celebrate positive outcomes district-wide and locally.

<b>Parent and Family Center Quality Measures</b>	<b>Data Collection / Quality Assessment Tools</b>	<b>Information collected on yearly, quarterly, monthly basis</b>	<b>Resources Needed to Support Success</b>	<b>Evidence of Culture Change</b>
<p><b>1. Welcoming Environment at all Schools <u>and</u> Parent and Family Centers<sup>5</sup></b></p> <p>Schools and Parent Centers share responsibility for setting a climate of partnership, high expectations, learning, open communication, and goal setting.</p> <p>The Parent Involvement Policy is a district tool for fostering greater parent participation in their school and child’s education and supports and builds their capacity to contribute and be successful in a wide variety of ways.</p> <p>The Parent Involvement Policy is reviewed and updated as needed with school and parental input.</p>	<ul style="list-style-type: none"> <li>• School Experience Survey (Parents, Teachers, and Students)</li> <li>• End of the Year Parent Center Report</li> <li>• Survey in the Master Plan for ELs</li> <li>• Ranking or grading of Parent Center</li> <li>• Family Engagement Quality Rubric</li> <li>• Data Summary Sheet</li> </ul>	<ul style="list-style-type: none"> <li>• Collected and reviewed quarterly.</li> <li>• The data will also be reviewed on an annual basis at year-end.</li> </ul>	<ul style="list-style-type: none"> <li>• For greater accessibility and, visibility, locate Parent Centers near main entrance.</li> <li>• Directional signs leading to Centers are readily posted in appropriate language(s).</li> <li>• Reserved parking for parent meetings.</li> <li>• Designate meeting space or give parents priority where Parent Centers are non-existent.</li> </ul>	<p>__% of staff and teachers report that building trusting and respectful relationships with parents <b>is</b> part of their job.</p> <p>__% of families report that Parent Center is more welcoming</p> <p>__% of families report that the school respects their opinions</p> <p>__% of parents report that they are volunteering at the school</p> <p>__% of families report that the school provides meaningful activities to participate in</p> <p>__% of families report they have read and understand their school’s Parent Involvement Policy</p>

<sup>5</sup> Not all schools have a Parent Center and elementary, middle and high schools don’t necessarily approach parent involvement/engagement similarly.

**Appendix E.**

<p><b>2. Parent Center Accessibility and Safe Environment</b></p> <p>For example, measuring increase in levels of parent and “new” parent participation and decreasing number of incident reports.</p>	<ul style="list-style-type: none"> <li>• Parent Center event sign-ins</li> <li>• Parent Center training/event evaluation forms</li> <li>• School Experience Survey</li> <li>• End of the Year Parent Center Report</li> <li>• School Incident Report</li> <li>• Family Engagement Quality Rubric</li> <li>• ConnectEd (outreach and informational tool for communicating to families’ work, home or cell phones, particularly <u>text messaging</u>)</li> </ul>	<ul style="list-style-type: none"> <li>• Collected and reviewed monthly.</li> <li>• The data will also be reviewed on a semi-annual basis.</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined</li> </ul>	<p>__% of Parent Centers report increase in parent and <b>new</b> parent participation</p> <p>__% of families report that the school plans meaningful activities at convenient times with translation</p> <p>__% of staff and teachers indicate that families are responsive to their concerns</p>
<p><b>3. Parent Center Responsiveness</b></p> <p>Not “missing opportunities” to conduct parent/family needs assessment at the beginning of the school year and when parents are enrolling new students to identify challenges, e.g. families with special needs children. Also, how parent issues/concerns are being listened to and addressed.</p>	<ul style="list-style-type: none"> <li>• Parent Feedback Form (given at beginning of the year and x number of times during the year to determine what has changed, e.g. frequency of communication with parents; # of opportunities engaged to provide input and volunteer)</li> <li>• Parent/Community Involvement and Engagement Plan in the SPSA</li> <li>• Parent/Community Involvement and Engagement Plan in the Master Plan for ELs</li> <li>• Parent Center Director Evaluation with direct involvement of the Parent Leadership Action Team</li> <li>• Family Engagement Quality Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Collected and reviewed annually at the beginning of the school year.</li> <li>• Data will be gathered from every new school enrollee.</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined</li> </ul>	<p>__% of families report that they are informed about what the school’s standards are and what is expected of them</p> <p>__% of families report that they are informed of what supports are available for their children’s learning</p> <p>__% of families report information and training materials are translated into other languages</p> <p>__% of parents enrolled in the Parent Module (ISIS)</p>
<p><b>4. Parent Center Collaboration with all Stakeholders</b></p> <p>Measuring increased levels of partnership and information and resource-sharing among principals, teachers, parents, and community for achieving better student outcomes; sharing of documented promising practices for possible replication with school stakeholders, and senior leadership at local and central districts.</p>	<ul style="list-style-type: none"> <li>• End of the Year Parent Center Report</li> <li>• Parent Center event sign-ins</li> <li>• Summary/Logs of CBO’s participation at the school</li> <li>• Evidence of a compact between school, parents, and/or parent center.</li> <li>• Family Engagement Quality Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• Collected and reviewed monthly.</li> <li>• The data will also be reviewed on an annual basis at year-end.</li> </ul>	<ul style="list-style-type: none"> <li>• Mapping of community resources and partners</li> <li>• Personal development for ALL school staff and Parent Center staff</li> <li>• Establish Parent Leader Action</li> </ul>	<p>__% of teachers report that families supervise completion of homework and sign off on completed assignments</p> <p>__% of teachers using ISIS to keep parents informed of homework assignments, student grades, attendance, etc.</p>

**Appendix E.**

			<p>Team (PLAT) at all schools</p>	<p>__% of teachers report increase in parent attendance at school events.</p> <p>__% of increased involvement of community stakeholders and resources evidenced through letters of agreement, donations and active participation</p>
<p><b>5. Parent Center Trainings</b></p> <p>Development of new parent leaders; parent –to-parent and parent-to-teacher trainings; correlate trainings with school plan and family needs assessment done at the beginning of the school year—e.g. did parent want to know about A-G and if so, was the parent contacted and enrolled in an A-G training or workshop opportunity?</p>	<ul style="list-style-type: none"> <li>• School Experience Survey</li> <li>• End of the Year Parent Center Report</li> <li>• Survey in the Master Plan for ELs</li> <li>• Professional Development Sign-ins and Evaluations</li> <li>• Family Engagement Quality Rubric</li> <li>• Instructional Strategy Inventory (borrowing from North Hollywood High School’s model, support and encourage the practice of welcoming parents in the classrooms to help assess instructional effectiveness as “working partners” with teachers and principals)</li> </ul>	<ul style="list-style-type: none"> <li>• The data will also be reviewed on a semi-annual basis.</li> <li>• The data will also be reviewed on an annual basis at year-end.</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined</li> </ul>	<p>__% of teachers and staff have participated in family engagement training</p> <p>__% of parents participate in workshops to learn how they can help their children’s learning</p> <p>__% of middle school students report that they recognize the importance of taking algebra and geometry</p> <p>__% of families report they have been trained how to read their School Report Card</p>
<p><b>6. Parent Center Value and Significance</b></p> <p>Actively involved in the school planning, decision-making, and monitoring of strategies for improving student learning and the conditions for successful parent engagement and capacity-building outcomes. Aligns efforts with District goals, high expectations, and local, state and federal policy.</p>	<ul style="list-style-type: none"> <li>• School Experience Survey</li> <li>• End of the Year Parent Center Report</li> <li>• Survey in the Master Plan for ELs</li> <li>• Ranking or grading of Parent Center</li> <li>• Family Engagement Quality Rubric</li> </ul>	<ul style="list-style-type: none"> <li>• The data will also be reviewed on a semi-annual basis.</li> <li>• The data will also be reviewed on an annual basis at year-end.</li> </ul>	<ul style="list-style-type: none"> <li>• To be determined</li> </ul>	<p>__% of parents are involved in school governance issues and attend meetings with school leadership</p> <p>__% of parents report high expectations for their children</p>

**Appendix F.**

**Parents as Equal Partners  
Implementation Plan-- YEAR 1 (2011-12)**

Parent, Training, Learning and Support	Stakeholder Engagement to Support Welcoming Environment	Accountability
<p>The Local District will survey schools by feeder pattern to map assets and identify needs including:</p> <ul style="list-style-type: none"> <li>o Existing community information</li> <li>o Current academic and resource status of school and feeder families</li> <li>o Family services and funding</li> </ul> <p>Identify pilot sites for Complex Family Centers in each local district and begin pilot implementation. One school in each complex will be designated as the hub for family and community support at all schools in that complex. The hub will link all school Family and Community Centers within the geographic area to include:</p> <ul style="list-style-type: none"> <li>o Planning</li> <li>o Coordination</li> <li>o Integration of services</li> </ul> <p>Every school will identify appropriate and dedicated space, staff and budget for parent engagement training and support services to be monitored by Local Districts</p> <p>The Parent Engagement Toolkit will be used by all schools to facilitate the planning of parent resources, provide quality training to parents, and accountability tools for the implementation of a Welcoming Environment.</p> <p>The Parent Engagement Toolkit will be revamped to include:</p> <ul style="list-style-type: none"> <li>• <i>Parent Involvement for Student Success</i> curricula including: <ul style="list-style-type: none"> <li>• Understanding Data</li> <li>• Universal Access Strategies</li> <li>• Homework Support</li> </ul> </li> <li>• Transitional training including beyond high school/career and college readiness</li> <li>• Strategies for parents to understand appropriate “big concepts” for student acquisition of CA standards</li> <li>• Workshop planning documents and sample lesson plans for all curricula</li> <li>• An activities-based training module on the Parent Bill of Rights and Responsibilities</li> <li>• Family Action Team formation guidelines and trainings</li> </ul>	<p>Welcoming and Safe Environment training for all schools, families and communities including a self-analysis rubric for schools to complete</p> <p>All schools will implement Family Action Team (FAT) that will include all stakeholders (parents, teachers, administrators, classified staff and community members) and will be involved in the following activities:</p> <ul style="list-style-type: none"> <li>• Welcoming Environment Standards and interactive parent trainings</li> <li>• Setting measurable targets for parent engagement</li> <li>• Providing input into the hiring process of Parent and Family Center staff</li> <li>• Removing barriers to parent participation and leadership</li> <li>• Ongoing communication with School Site Council and Advisory Committees</li> </ul> <p>Implement a clear process and structure for parents to submit and understand complaint procedures with identifiable outcomes</p> <p>The District will integrate the Parents’ Bill of Rights and Responsibilities into the LAUSD Parent/Student Handbook and implement a public relations campaign with appropriate professional development to support its implementation</p>	<ul style="list-style-type: none"> <li>• The Superintendent will develop an internal LAUSD Parent Engagement Ad-hoc committee to monitor the implementation of the Board-approved plan for Parents as Equal Partners Recommendations.</li> <li>• The Ad Hoc committee will report to the Superintendent on a quarterly basis</li> <li>• The Supt. will assign a senior-level point person to implement the recommendations of the plan.</li> <li>• The District will review the recommended indicators from the Accountability Working Group and identify key indicators, targets and data collection processes.</li> <li>• The District will negotiate appropriate parent engagement indicators into staff evaluation tools.</li> <li>• The District will align the School Experience Survey (SES) to the training elements of the Parent Engagement Toolkit</li> </ul>

**Appendix F.**

- Parent Leadership curricula with a certification program for parent trainers interested in mentoring other parents
- Revamp the selection hiring, training and monitoring of Parent and Family Resource Center staff with meaningful participation by parents

Family Centers operate at a measurable threshold that includes:

- Accessibility
- Standard hours of operation for accommodating parent needs day, evening, and weekends
- Properly resourced (e.g. skilled staff, computer, internet, telephone, family-friendly space including child care, healthy food, and parking).

Parent engagement professional development tools and materials will be identified, planned and developed for certificated and classified staff to align to District initiatives

<ul style="list-style-type: none"><li>• Parent Leadership curricula with a certification program for parent trainers interested in mentoring other parents</li><li>• Revamp the selection hiring, training and monitoring of Parent and Family Resource Center staff with meaningful participation by parents</li></ul> <p>Family Centers operate at a measurable threshold that includes:</p> <ul style="list-style-type: none"><li>○ Accessibility</li><li>○ Standard hours of operation for accommodating parent needs day, evening, and weekends</li><li>○ Properly resourced (e.g. skilled staff, computer, internet, telephone, family-friendly space including child care, healthy food, and parking).</li></ul> <p>Parent engagement professional development tools and materials will be identified, planned and developed for certificated and classified staff to align to District initiatives</p>		
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**Appendix F.**

<b>Parents as Equal Partners Implementation Plan YEAR 2 (2012-13)</b>		
<b>Parent, Training, Learning and Support</b>	<b>Stakeholder Engagement to Support Welcoming Environment</b>	<b>Accountability</b>
<p><b>Family/Community Center Parent Education</b></p> <p>Update the Toolkit to include:</p> <ul style="list-style-type: none"> <li>• Positive Behavior Support curricula including:               <ul style="list-style-type: none"> <li>▪ Second Step</li> <li>▪ Character Building</li> <li>▪ Healthy-Whole Child</li> <li>▪ Self-Esteem Building</li> </ul> </li> <li>• Positive Social and Emotional Education curricula including:               <ul style="list-style-type: none"> <li>○ Anger Management</li> <li>○ Prevention of Bullying</li> <li>○ Anti-Gang Violence</li> <li>○ Drug Prevention</li> <li>○ Preventing and Reporting Child Abuse</li> </ul> </li> <li>• Best practice videos for curricula delivery that includes adult learning strategies</li> <li>• Improved online access system for parents. Options include web based system with access points at all school family and community centers and all parents receiving e-mail addresses as needed</li> </ul> <p><b>Parent and Family Center Staffing</b></p> <ul style="list-style-type: none"> <li>• Local District monitoring parent involvement and student progress at school sites and provides mini-report card to parents</li> <li>• Family Centers operational at all schools with paid staff</li> </ul> <p><b>Professional Development</b></p> <ul style="list-style-type: none"> <li>• Meaningful professional development and coaching on parent engagement for ALL school staff</li> <li>• Evaluate training outcomes and include first year graduates in the design of the second year training (Parent Leadership Model)</li> <li>• Implementation of a (central and local district) training cadre to visit at-risk schools and provide intensive training and support</li> </ul>	<ul style="list-style-type: none"> <li>• Sharing of promising practices from front line -- parent centers to CBOs -- to all schools and Local Districts</li> <li>• Recognition for parents and staff members who excel in implementing a welcoming and transparent environment</li> <li>• Local Districts provide schools logistical support in outreach and communication to parents as indicated by key indicators</li> <li>• Principal Leads will bridge supports to principals in building relationships with parents</li> </ul>	<ul style="list-style-type: none"> <li>• Personnel performance on implementing a welcoming environment will be reviewed for effectiveness and/or needed changes</li> <li>• Parent Engagement internal Ad-hoc committee active and reporting to the Superintendent and the school Board quarterly</li> <li>• Process for identifying and documenting “best practices” finalized and active</li> <li>• Initial accountability system finalized and integrated into existing accountability structures</li> <li>• Family Action Teams exist at school sites and are supported by the district</li> <li>• Interpreting and translating resources are being evaluated and shortcomings are being addressed</li> <li>• Each school will complete semester qualitative and quantitative assessments of parent support and write improvement strategies within the Single Plan for Student Achievement</li> <li>• Utilize data to drive improvements in family engagement</li> <li>• Community stakeholders will assist in the delivery and implementation of the school parent involvement SPSA requirements</li> <li>• The District will implement mandatory use of the ISIS Family Module</li> </ul>

**Appendix F.**

<b>Parents as Equal Partners Implementation Plan YEAR 3 (2013-14)</b>		
<b>Parent, Training, Learning and Support</b>	<b>Stakeholder Engagement to Support Welcoming Environment</b>	<b>Accountability</b>
<p><b>Family/Community Center</b></p> <ul style="list-style-type: none"> <li>Implement electronic system for finding and accessing local family supports</li> </ul> <p><b>High School Complex Family Center</b></p> <ul style="list-style-type: none"> <li>Evaluate program success and scale up successful practices district-wide</li> </ul> <p><b>Parent Education</b></p> <ul style="list-style-type: none"> <li>Ensure all parents are provided opportunities for involvement and training</li> <li>Update the Toolkit to include:                             <ul style="list-style-type: none"> <li>Strategies for parents of Exceptional Children to support the academic achievement of their children</li> <li>Bilingual online video trainings for all Toolkit curricula</li> <li>Identification and compilation of website resources</li> </ul> </li> </ul> <p><b>Parent and Family Center Staffing</b></p> <ul style="list-style-type: none"> <li>Family Centers are staffed with highly qualified staff and fully functioning</li> </ul>	<p><b>School/Family Action Team</b></p> <ul style="list-style-type: none"> <li>Evaluate progress on Parents as Equal Partners resolution recommendations at all schools</li> </ul>	<ul style="list-style-type: none"> <li>Parent Engagement Ad-hoc committee active and reporting to the Superintendent and the school Board quarterly</li> <li>Work continues on all recommendations</li> <li>Accountability data is assessed and improvements to the system are initiated</li> <li>Local District monitoring parent involvement and student progress and provides mini-report card to parents</li> <li>Utilize data to drive improvements in family engagement</li> <li>ISIS operational at all schools</li> <li>Publicly release findings on LAUSD Parent Engagement based on the identified key indicators and data</li> <li>Evaluate benefits against investment of human capital and training Personnel performance for staff assigned to carry out the parent involvement plan will be reviewed for effectiveness and/or needed changes</li> </ul>

**LOS ANGELES UNIFIED SCHOOL DISTRICT**  
**Inter-Office Correspondence**

**INFORMATIVE**

**TO:** Members, Board of Education  
 Ramon Cortines, Superintendent

**DATE:** February 24, 2011

**FROM:** Judy Elliott, Chief Academic Officer   
 Chris Downing, Administrator *C.D.*

**SUBJECT: PARENTS AS EQUAL PARTNERS RESOLUTION**

The Parents as Equal Partners in the Education of their Children Resolution, passed by the Board of Education on December 14, 2010, requires a report outlining the District’s current parent engagement funding sources, allocations and outcomes over the last two years. This report provides the required information disaggregated by central, local district and school level.

Background

The Los Angeles Unified School District operates five central and three local district advisory committees. The central committees include the District Advisory Committee (DAC); the District English Learner Advisory Committee (DELAC); the Parent Collaborative (PC); the Community Advisory Committee (CAC) and the Special Education Multicultural Advisory Committee (SEMAC). The committee purposes are summarized in **Attachment A**.

The DAC, DELAC, and PC committees are facilitated by the Parent Community Services Branch and receive operational allocations from Compensatory Education (DAC); Economic Impact Aid—Limited English Proficient/Title III (DELAC) and General Fund (PC) resources. The CAC and SEMAC are facilitated by the Division of Special Education and receive funding based on District-approved expenditures. The PC and SEMAC are District-created committees with no federal or state mandates.

The CA Education Code (62002.5) mandates the existence of the DELAC; the DAC is required by the state Consolidated Application based on the District’s EIA-Intra-District Allocation Plan which allocates LAUSD schools with state categorical Economic Impact Aid-State Compensatory Education (EIA-SCE) funding; and the State of California’s special education programs are administered through the Special Education Local Plan Area (SELPA). Each SELPA is required to establish a Community Advisory Committee to ensure that parents are provided the opportunity to give input into the District’s Special Education programs.

The District spent \$18.9 million in parental support in Fiscal year 2009-10 and has budgeted \$18.7 million for FY 2010-11.

Location	FY 2010 -11 Budget	FY 2009-10 Actual
Schools	\$9,636,544	\$8,634,943
Local Districts	\$646,346	\$582,806
PCSB	\$1,775,357	\$1,529,777
Central Committees	\$822,414	\$672,067
Early Ed./Adult Ed./Grants	\$5,796,887	\$7,459,507
<b>Total</b>	<b>\$18,678,836</b>	<b>\$18,879,100</b>

Appendix G.

**Central Office Support**

Currently, the Parent Community Services Branch (PCSB) is responsible for the implementation of the District’s Strategic Plan for Parent Engagement and Involvement; providing technical assistance to Local District parent units; and ensuring the formation and monitoring of all mandated central, local district and school advisory committees and School Site Councils.

The following table provides a summary of PCSB operational funding sources and allocations. **Attachment B** provides detailed description of the branch expenditures. **Attachment C** provides a summary of the branch outcomes.

PCSB Funding									
Fiscal Year	Title I (C044)	Title I (C047)	EIA/SCE (C540)	EIA/LEP (C541)	T3A/LEP (C176)	TIIPG (1905)	TIIPG (773)	G094 (NCLB-ARRA)	Total
2009-10	\$876,923	\$153,096	\$72,355	\$254,261	\$67,682	\$20,404	\$10,679	N/A	\$1,455,400
2010-11	\$958,444	\$147,352	\$70,216	\$248,971	\$65,617	\$19,491	N/A	\$265,266	\$1,775,357

Early Childhood Education, Division of Adult Education and Food Services Parental Involvement Funding				
Program	2009-10		2010-11	
	Funding Amount	Participants	Funding Amount	Participants
Adult Education—Parent Training	\$5,434,507.00	36,166	\$3,804,155	32,733
Adult Education—Beyond the Bell 21 <sup>st</sup> CCLC grant	\$100,000	1,000 parents	\$100,000	1,650 parents
Early Childhood Education • Abriendo Puertas	\$25,000	15 teachers	\$18,200	280 parents
Early Childhood Education • SRLDP Parenting Component	\$1,900,000	14,400 parents	\$1,600,000	15,088 parents
Food Services Division Grant--RENEW LA			\$274,532	To be determined
<b>Total</b>	\$7,459,507	51,581	\$5,796,887	49,751

**Central Parent Advisory Committees**

The following table provides a summary of the 2009-10 and 2010-11 central parent advisory committee funding sources, allocations and expenditures.

Central Parent Advisory Committees								
School Year	EIA/LEP – C541 (DELAC)		Title I – C044 (DAC)		Aug Parent – 2540 (Parent Collaborative)		Total	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Staff Salary	\$2,491	N/A	\$10,470	\$2,970	N/A	N/A	\$12,961	\$2,970
Travel/Conference Attendance	\$7,786	N/A	\$16,441	\$13,475	\$19,136	\$5,240	\$43,363	\$18,715
Refreshments	\$25,290	\$16,933	\$38,225	\$41,173	\$42,019	\$34,021	\$105,534	\$92,127
Reimbursements	\$10,806	\$5,161	\$10,853	\$4,166	N/A	N/A	\$21,659	\$9,327
Rental of Facility	\$8,555	N/A	\$36,048	\$900	\$46,981	\$67,790	\$91,584	\$68,690
Resources including: • General Supplies • Instructional Materials • Equipment • Contracts • Parent Summit • Indirect Support	\$88,407	\$4,845	\$122,595	\$88,052	\$185,964	\$55,722	\$396,966	\$148,619
Total Encumbrance & Expenditures	\$143,335	\$26,939	\$234,632	\$150,736	\$294,100	\$162,773	\$672,067	\$340,448

\*Data taken from FRDB as of February 10, 2011

Appendix G.

Training Outcomes:

Central Advisory Committee Training Outcomes						
	District Advisory Committee		District English Learner Advisory Committee		Parent Collaborative	
	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Total trainings	4	6	5	2	6	3
Total participants	1490	514	1005	TBD	491	401

\*Committees also partnered with PCSB to provide SSC training and Parent Summit

**Local District Office Support**

Each Local District provides technical assistance directly to schools in support of the District’s Strategic Plan for Parent Engagement and Involvement. The following table provides a summary of 2009-10 and 2010-11 LD parent funding:

Local District Funding Sources and Allocations for Parental Involvement								
	EIA/LEP (F537)		Title I (F047)		EIA/SCE (F542)		Total	
School Year	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Staff Salary	\$8,877	\$7,976	\$39,478	\$23,000	\$13,174	\$19,356	\$61,529	\$50,332
Committee Expenses:								
• Trainings and Conference Attendance								
• Reimbursements								
• Refreshments	\$95,353	\$57,093	\$31,281	\$8,977	\$173,511	\$120,768	\$300,145	\$186,838
Resources								
• General Supplies								
• Instructional Materials								
• Equipment/Contracts								
• Indirect Support	\$44,352	\$18,315	\$49,871	\$16,843	\$126,899	\$50,117	\$221,122	\$85,275
<b>Total Encumbrance and Expenditures</b>	<b>\$148,582</b>	<b>\$83,384</b>	<b>\$120,630</b>	<b>\$48,820</b>	<b>\$313,585</b>	<b>\$190,241</b>	<b>\$582,796</b>	<b>\$322,445</b>

\*Data taken from FRDB as of February 10, 2011

Local District Outcomes:

Each Local District also facilitates meetings of the Local District Compensatory Education Advisory Committee (LDCEAC); Local District English Learner Advisory Committee (LDELAC); and Parent Community Advisory Committee (PCAC). **Attachment C** provides a summary of the committee goals.

Local Districts also maintain direct responsibility for the formation and proper functioning of all advisory committees and school site councils; providing support to parent center staffs for monthly training and implementation of the District’s Strategic Plan for Parent Engagement and Involvement; monitoring and collecting evidence of the annual review and revision of school site Parental Involvement policies and School-parent Compacts; and ensuring the participation of schools in providing School Report Card public meetings and encouraging parents to complete the School Experience Survey.

Based on the 2010 state-required verification of Title I Parent Involvement policies and School-parent Compacts, every one of the 591 LAUSD Title I schools provided evidence that the policy and compact were approved by a properly formed School Site Council (SSC). For both 2009-10 and 2010-11 PCSB has collected election verification forms from all eight local districts verifying the proper establishment of all advisory committees and SSC’s.

Appendix G.

**School Level Parental Involvement Support**

The District is required to set aside 1% of its Title I allocation for parental involvement; 95% of this set aside must support parental involvement at the school site. Each LAUSD school is required to implement a Parental Involvement policy and Title I funded schools must also implement a School-Parent Compact. Title I schools must conduct an annual Title I meeting to inform parents and the community about the school’s Title I funded support for at-risk learners and ensure that parents annually review, and if necessary revise, the Title I Parental Involvement Policy and the Compact.

The following table provides a summary of the parental involvement funding allocated to LAUSD schools:

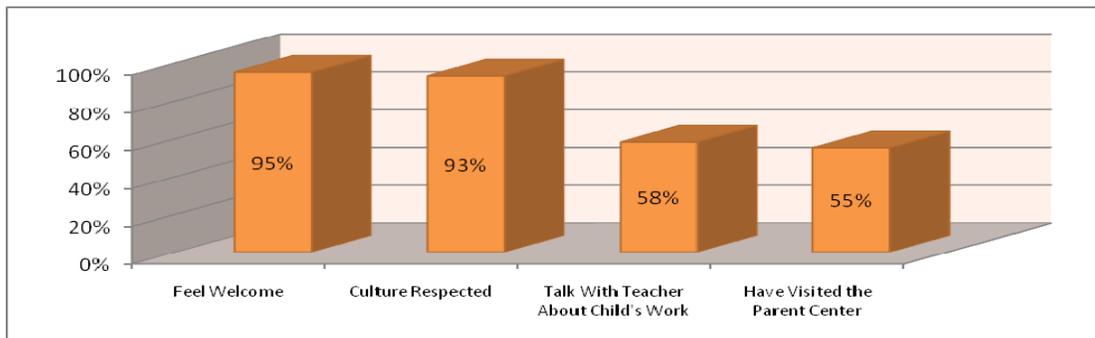
School Site Funding Sources and Allocations		
	Title I – Parental Involvement (E046)	
School Year	2009-10	2010-11
Staff Salary	\$5,148,779	\$5,625,374
Meetings/Training and Conference Attendance	\$551,091	\$178,728
Resources		
• Instructional Materials/General Supplies		
• Equipment		
• Rental of Facilities/Contracts		
• Indirect Support	\$2,935,074	\$1,114,657
<b>Total</b>	<b>\$8,634,944</b>	<b>\$6,918,759</b>

\*Data taken from FRDB as of February 10, 2011

**School Outcomes:**

LAUSD implements a School Report Card and conducts an annual School Experience Survey to provide parents with a forum to give input into the school learning environment. The following table provides the responses of 109,820 parents who represent (28%) of the 396,769 LAUSD parents who received surveys:

LAUSD Spring 2010 School Experience Survey Results



**Summary**

We are reaffirming, what parental involvement research tells us, that quality engagement and training for parents at school sites correlates directly to the academic achievement of students. Currently, the central and local district support of LAUSD parental involvement is administered by nine PCSB staff members and a total of forty-two local district staff members. The quality of that support is affected by the provision of over 548 central and local district advisory meetings encompassing a total of less than 1,700 persons. In an effort to move parent engagement as close to the classroom as possible, we are shifting how we allocate our parent resources.

A careful review of this Informative also shows that support of these central and local district meetings for only 1,700 persons have, to date, generated 2010-11 costs of over \$300,000 for refreshments, mileage and child care reimbursements and travel and conference attendance.

Appendix G.

If you have any questions or concerns regarding this informative, please contact Chris Downing at (213) 481-3350.

c: John Deasy  
Michelle King  
Sharon V. Robinson

Matt Hill  
Local District Superintendents

## **LAUSD Central and Local District Advisory Committee Overview of Goals**

### **District Advisory Committee (DAC)**

The DAC, in accordance with the Title 1 Parent Involvement Policy, will provide the coordination, technical assistance, and other support necessary, to assist participating schools in the planning and implementation of effective parent involvement.

### **District English Learner Advisory Committee (DELAC)**

The DELAC will assist and advise in the development and implementation of the District Master Plan for the Education of English Learners (ELs). This committee will assist in obtaining the cooperation and coordination of all available resources in the community and the District in order to implement an effective and viable District Master Plan Program.

### **Parent Collaborative (PC)**

The purpose of the Parent Collaborative is to bring together parent representatives from the Local Districts and organizations that show a common purpose and commitment to public education and the health and welfare of all children in the Los Angeles Unified School District.

### **Community Advisory Committee for Special Education (CAC)**

The CAC, mandated by California law, serves to maintain an ongoing interaction between educators and parents and to advise the District on the development of its Special Education Local Plan Area (SELPA), Local Educational Agency Plan and Annual Services and Budget Plans. The CAC is designed to help parents understand the policies of the Los Angeles Unified School District; know their rights; influence legislation; advise the District on appropriate special education issues; meet administrators and staff; network with other parents; and effect education policy.

### **Special Education Multicultural Advisory Committee (SEMAC)**

In compliance with Federal and State laws, the SEMAC was established to advise the Division of Special Education on issues related to students with disabilities who are English Learners and their families of diverse languages and cultures. The goals of the SEMAC are to promote quality education for all students; provide a resource and support network for families of special needs children; provide a forum for parents to share their concerns, ask questions and work with educational professionals to find answers; and to offer advice to the Division of Special Education on issues related to families and students and their rights.

### **Local District Compensatory Education Advisory Committee (LDCEAC)**

The LAUSD Title I Parental Involvement Policy outlines the responsibility of the LDCEAC to provide the coordination, technical assistance, and any other support necessary to assist participating Title I and/or State Compensatory Education funded schools in the planning and implementation of effective parental involvement. The committee includes one parent and/or community representative from every school with a Compensatory Education Advisory Committee.

### **Local District English Learner Advisory Committee (LDELAC)**

LAUSD has established the creation of eight LDELAC's to provide assistance and advice to the District English Learner Advisory Committee (DELAC) in the development and implementation of the District Master Plan for the Education of English Learners (ELs). The committee includes one parent representative from every school with more than 20 identified English Learner students.

### **Parent Community Advisory Committee (PCAC)**

The PCAC's serve as conduits linking the Local Districts with the parents and community. The committees review the fiscal plans and have input into the performance review of Local District Superintendents, primarily in the area of how effectively the Local District Superintendent engages, interacts, and communicates with schools, parents and community members. Every effort is made to ensure that the committee membership includes parents of students with special needs and is representative of the gender, ethnicity and diversity of the Local District.

Parent Community Services Branch Budget Summary												
	Title I (C044), Title I (C047) & NCLB-ARRA(G094)		EIA/SCE (C540)		EIA/LEP (C541)		T3A-LEP (C176)		TIIPG (1905) & TIIPG (773)		Total	
School Year	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11	2009-10	2010-11
Staff Salary												
<input type="checkbox"/> 9 FTE <input type="checkbox"/> 2 Community Representatives (Part Time) <input type="checkbox"/> 1 Professional Expert (Part Time)	\$684,025	\$603,889	\$57,539	\$52,344	\$242,049	\$229,574	\$68,153	\$67,193	\$34,026	\$21,207	\$1,085,792	\$974,207
Parent Travel and Conference Attendance	\$22,326	\$1,713	N/A	N/A	\$550	N/A	N/A	N/A	N/A	N/A	\$22,876	\$1,713
Refreshments for Parent Meetings	\$51,952	\$23,604	N/A	\$6,275	\$1,107	\$18,198	N/A	N/A	N/A	N/A	\$53,059	\$48,077
Rental of Facility—Parent Trainings	\$38,275	\$10,941	\$3,917	\$4,582	\$3,917	\$7,893	N/A	N/A	N/A	N/A	\$46,109	\$23,416
Resources/Supplies												
<input type="checkbox"/> General Supplies <input type="checkbox"/> Instructional Materials <input type="checkbox"/> Equipments <input type="checkbox"/> Contracts <input type="checkbox"/> Parent Summit <input type="checkbox"/> Indirect Support	\$277,763	\$176,412	\$22,701	\$6,220	\$20,145	\$13,294	\$1,331	\$562	N/A	N/A	\$321,940	\$196,488
<b>Total Encumbrance &amp; Expenditures</b>	<b>\$1,074,341</b>	<b>\$816,559</b>	<b>\$84,157</b>	<b>\$69,421</b>	<b>\$267,768</b>	<b>\$268,959</b>	<b>\$69,484</b>	<b>\$67,755</b>	<b>\$34,026</b>	<b>\$21,207</b>	<b>\$1,529,776</b>	<b>\$1,243,901</b>

\*Data taken from FRDB as of February 11, 2011

## Parent Community Services Branch (PCSB) Outcomes

### Welcoming Environment

- Developed a Welcoming Environment video that was provided to all schools to share with staff members during professional development.
- Implemented the Million Father March, October 4, 2010, to involve fathers in bringing their children to school (over 200 schools participated).

### Training & Learning

- Provided trainings in September for more than 750 staff members who work directly with parents at schools.
- Developed the process for School Report Card (SRC) parent/community meetings at all LAUSD schools which that will receive a 2011 SRC.
- Conducted SRC trainings during the month of February 2011 for school-based parent support staff members.
- Partnered with parent groups to plan the 15<sup>th</sup> Annual Parent Summit that will take place on April 30, 2011 at the Los Angeles Convention Center.

### Communication

- Partnered with ITD to collect over 75,000 parent e-mail addresses to begin Districtwide communication to parents during the month of February 2011.
- Implemented an electronic version of the Parent Press newsletter to save over \$100,000 in annual printing costs.

### Leadership and Advocacy

- Assisted selected Local Districts in implementing a Parent Leadership Action Team to participate in monthly trainings with the Local District Parent Unit.
- PCSB directs the School Volunteer Program and has processed over 8,000 parent volunteers at LAUSD schools this year.
- Currently supporting the Parents as Equal Partners in the Education of their Children Taskforce.

### Decision-making

- Provided School Site Council training, in collaboration with DAC, DELAC and PC to more than 4,000 parents and staff members.
- Monitored formation of all School Site Councils, Compensatory Education Advisory Committees and English Learner Advisory Committees.
- Conducted over 180 meetings to support DAC, DELAC and Parent Collaborative.

### Community Partners

- Partnered with community based organizations to conduct monthly Parent Engagement Steering Committee meetings to discuss strategies to improve partnerships in the District.
- Authored and received two Target grants totaling \$200,000 to support school Parent Centers and the 2011 Parent Summit.

### Accountability

- PCSB is working to hold site-based categorically-funded parent support staff accountable for ensuring a 50% response rate for parents on the 2010-11 School Experience Survey.
- Staff will collect the Parental Involvement Policy and School-Parent Compact, in alignment with requirements of the Consolidated Application, from all schools by May 1, 2011.
- Provided a Checklist for 2010-11 School Action Items as a guide for all schools to monitor completion of Strategic Plan Action Items and documentation due dates.