



**LOS ANGELES UNIFIED SCHOOL DISTRICT  
BULLETIN**

**TITLE:** District Title I Parent Involvement Policy

**NUMBER:** BUL-6336.0

**ISSUER:** Dr. Donna E. Muncey  
Chief of Intensive Support and Intervention  
Office of the Superintendent

Rowena Lagrosa  
Executive Director  
Parent Community Student Services Branch

**ROUTING**  
 ESC Instructional Directors  
 ESC Operations Administrators  
 ESC Operations Coordinators  
 ESC Parent and Community  
 Engagement Administrators  
 ESC Categorical Coordinators  
 Principals  
 School Administrative Assistants  
 Parent Center Staff  
 Parent Educator Coaches  
 School Categorical Coordinators

**DATE:** July 22, 2014

**POLICY:** The District Title I Parent Involvement Policy (Attachment A) was developed jointly with and approved by parents of Title I students from representative schools across LAUSD (Attachment B), and adopted by the LAUSD Board of Education on December 11, 2012. It is reviewed by Title I parents in each Educational Service Center (ESC) annually.

**MAJOR CHANGES:** This Bulletin replaces BUL-5963, adopted in 2013, and reflects the alignment of the LAUSD Parents as Equal Partners in the Education of their Children Resolution (2010) and Task Force Recommendations (2011) to mandates of Title I, Part A, Section 1118 of the No Child Left Behind Act of 2001 and parent involvement policies addressed in the California Department of Education Family Engagement Framework, 2011.

This Bulletin describes the role of the Title I Study Group in each Educational Service Center (ESC) and the Intensive Support and Innovation Center (ISIC) in the ongoing development and revision of the District Title I Parent Involvement Policy and provides schools with a framework, goals, and definition for effective parent engagement.

**GUIDELINES:** Adherence to the provisions in this policy will strengthen the capacity of parents and educators to engage as equal partners to support children’s learning and achievement; will ensure full compliance with federal, state and District guidelines and mandates regarding parental involvement; and will guide school efforts to implement quality parent engagement plans.

At the beginning of the school year, before the end of November, all principals must distribute the one-page description of the LAUSD Title I Parent Involvement Policy (see Attachments C1 and C2) to all parents of Title I students as well as address the contents of the policy with parents of Title I students at the annual Title I parent meeting. In addition, principals are directed to share this policy with the School Site Council (SSC), all other mandated advisory committees, and with teachers and support staff.



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This District policy and School Goals for Parent Engagement (Attachment D) must guide the development of the School Title I Parent Involvement Policy and plan of action for parent engagement. Principals of Title I schools must ensure that their School Title I Parent Involvement Policy is jointly developed with and approved by parents of Title I students. The school policy must indicate when and how the school:

- 1) involves parents in the development of the Title I Parent Involvement Policy.
- 2) involves staff and parents as partners in creating the School-Parent Compact.
- 3) provides parents opportunities to strengthen their capacity to support their children's learning and achievement.
- 4) ensures accessibility and opportunities for parents with limited English proficiency, with disabilities, or parents of migrant students.

The School Title I Parent Involvement Policy must be reviewed annually and revised as needed to reflect major changes, such as changes in demographics, curriculum and testing programs, the availability of parent center facilities and programs, and/or other major changes impacting the school. The policy must be adopted by parents for inclusion in the Single Plan for Student Achievement (SPSA) and must meet all Title I mandates for parental involvement.

**ASSISTANCE:**

For assistance with the development of the School Title I Parent Involvement Policy, the School-Parent Compacts, or other matters pertaining to the school and/or the LAUSD Title I Parent Involvement Policy, please contact the Administrator of Parent and Community Engagement at the Educational Service Center.

ESC North: (818) 654-3600  
ESC South: (310) 354-3400  
ESC East: (323) 224-3100  
ESC West: (310) 914-2100  
ISIC: (213) 241-0100



## Los Angeles Unified School District Title I Parent Involvement Policy

### I. INTRODUCTION

LAUSD is committed to engaging parents in their child's education. Over 30 years of research confirms the important role of parent involvement in student achievement. Parents are their child's first and life-long teachers and can influence their child's educational outcomes in powerful and long-lasting ways. The core belief that parents are our partners is the foundation for the District's overarching policy on parent engagement and is reinforced through its Title I Parent Involvement Policy and school-level parent involvement policies.

### II. LAUSD POLICY ON PARENT ENGAGEMENT

The California Department of Education requires that every Local Education Agency establish parent involvement policies for all schools, both non-Title I and Title I (EC Section 11504 and EC Section 11502). In accordance with these obligations, the Los Angeles Unified School District Board of Education adopted the *Parents as Equal Partners in the Education of their Children (PAEP) Resolution* in December of 2010, enhancing the vision and pathway for parent engagement for all LAUSD schools. The PAEP policy created a taskforce to further explore and define a framework for District-wide parent engagement tools and programs. The PAEP Taskforce, with the participation of over 100 stakeholders, including parents from Title I schools, developed a common definition of parent engagement for the District:

“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.” --*Parents as Equal Partners* Taskforce

This definition of parent engagement fully embraces and supports all Title I mandates regarding parent involvement and reaffirms that effective parent engagement occurs at the school-level. The PAEP policy is in alignment with the California Framework for Parent Engagement (2012) as well as with the Title I Parent Involvement Policy herein.

### III. LAUSD TITLE I PARENT INVOLVEMENT POLICY

#### A. Parent Involvement in the Policy Development Process

Pursuant to Title I, Part A, Section 1118(a) of the No Child Left Behind Act of 2001, the LAUSD Title I Parent Involvement Policy was developed in collaboration with and approved by more than 100 parents of Title I students. Participating parents are representative of the District's Title I population at large.



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Parents participate in the policy development and approval process through study group sessions that take place in each of the District's four Educational Service Centers (ESC). The study groups yield important feedback on ways schools can improve parent involvement practices and identified how the District can strengthen both school and parent capacity to foster trusting relationships that result in positive outcomes for students. The following overarching recommendations were expressed by parents District-wide:

- Parents want help in strengthening their knowledge, understanding and navigation of the educational system and how they can better support their children's achievement and performance at school and at home.
- Parents recognize the key role that administrators and teachers play in ensuring effective parent engagement and recommend staff training to ensure successful implementation and accountability for parent engagement plans.
- Parents want school staff to be respectful, create a welcoming environment and value and acknowledge their contributions to their child's learning by inviting them into schools as visitors, volunteers, and equal partners in supporting their child's academic achievement.
- Parents want to receive information from schools on a timely, ongoing basis, not just when schools need them for a special event or activity. They particularly want information impacting their child's learning, including the school's Title I program, expectations for English Learners (ELs) and students with special needs, volunteer opportunities, workshops/trainings and community resources available to their families.
- Parents want accessible parent centers that operate on a regular schedule; that have well-equipped facilities and quality staff that is welcoming of all parents, including working parents, disabled parents and newly-arrived immigrant parents; and that provide them with learning opportunities to assist them in supporting classroom and home learning (math, reading, homework, etc.).
- Parents want improved communication with schools. They seek timely information from schools that is clear and comprehensible, in the language that they understand and delivered in a variety of ways using both technology (phone, text, email, websites) and traditional modes of communication (letter, phone calls, etc.).

These recommendations above are integrated throughout this District Title I Parent Involvement Policy and reinforce the District's core belief that parents are our equal partners in ensuring the success of all students.



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### B. Title I Parent Involvement Policy Requirements

Title I, Part A, Section 1118(a), requires that the District's Title I Parent Involvement Policy address six key mandates that describe the programs, trainings and practices the District will provide to ensure meaningful parent involvement at all Title I schools.

*Mandate 1: Involve parents in the joint development of its plan [LAUSD Program Improvement Plan] and the process of school review and improvement.*

The District will involve parents in the joint development of the LAUSD Program Improvement Plan by:

- Utilizing Title I Parent Study Groups as a vehicle for parent participation in the annual development and review of the District's Program Improvement Plan.
- Increasing the number of Title I parent representatives participating in the District's Title I Focus Group which provides the District recommendations on LAUSD Title I Program implementation.

The District will issue the following directives, tools and trainings to ensure schools have the necessary information they need to effectively involve parents in the process of school review and improvement:

- Policy Bulletin 6332.0: Provides schools with operating guidelines and federal requirements for School Site Councils and other school advisory committees.
- Memorandum 6335.0: Provides schools direction and guidance on school-level parent involvement mandates, including the involvement of parents in the decision-making process for the allocation of parent engagement funds, as required by Title I.
- Title I Program and Budget Handbook Appendix E—*Budget Planning for Parental Involvement*: Assists schools and parents in identifying allowable school expenditures to support/bolster parent involvement in the school review and improvement process.
- School Report Card, LAUSD Performance Meter and the School Experience Survey: Assists parents in understanding the academic performance of their child's school and increases their ability to participate fully in the school improvement process.
- School Site Council Training Tools for Parents: Provides school staff with tools and training to support meaningful and balanced parent participation on the School Site Council.



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*Mandate 2: Provide the coordination, technical assistance, and other support necessary to assist participating schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance.*

To meet this mandate, the District will provide technical assistance/training to school staff in the following areas:

- **LAUSD School Goals for Parent Engagement:** Describes the District's vision and establishes District-wide expectations for parent engagement at every school. The *LAUSD School Goals for Parent Engagement* should be used at every school to create benchmarks and indicators for parent engagement (see Attachment C).
- **Partnership Action Teams (PATs):** School-based teams, comprised of parents, teachers, principals/administrators, and community partners that lead the school's effort in creating school-wide parent engagement plans, including the development of School-Parent Compacts, the school's Title I Parent Involvement Policy, Single Plan for Student Achievement, and other parent involvement activities linked to learning.
- **School Volunteer Program:** School-based program that strengthens home-school partnerships by connecting the expertise and wisdom of parents and community members directly to student learning and academic improvement strategies through volunteerism.
- **Targeted technical assistance:** Targeted support provided to schools undergoing periodic state and/or federal review of their parent engagement planning process.
- **Targeted training programs:** Training and tools provided to school staff to increase their capacity to engage, support and provide necessary information to parents of students with documented achievement gaps, ELs and students with special needs.

*Mandate 3: Build the schools' and parents' capacity for strong parental involvement.*

Under the PAEP Resolution, the District has established five school goals for parent engagement. To support schools in successfully meeting these goals, the District will make available the following training, tools and programs:

- **Parent Education Modules:** A collection of workshops/trainings that comprise the essential knowledge and skills all parents must have in order to support their child's learning from Pre-Kindergarten to grade 12. Possible training areas include:
  - Early education/preparing for school
  - Literacy/math home-based support
  - A-G college preparatory requirements
  - Transition to middle and high school
  - LAUSD technology tools
  - Master Plan for ELs
  - Common Core State Standards
  - School Report Card and other data
  - Parents as advocates and leaders
  - Special Education programs



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- Creating learning environments at home (includes promoting literacy, regulating TV time, supporting homework completion)
- Supporting good attendance habits
- Parent and Family Center Improvement Program: Board-approved bond program to upgrade and equip school-based Parent and Family Centers with standard facilities that assist schools in delivering effective parent engagement programs, including parent trainings/workshops, volunteer programs and local community resources. Key investment areas include: signage, computer technology, training technology, building upgrades, children's corners and mobile/modular furniture.
- Strengthening Staff Capacity for Effective Parent Engagement: Training program that provides school staff, including but not limited to principals, teachers, front office staff, parent center staff and others, with training that fosters meaningful and sustainable parent involvement. Key areas include:
  - Parent involvement research and best practices
  - Creating welcoming environments
  - Engaging and expanding meaningful school volunteer programs
  - Growing and sustaining Partnership Action Teams
  - Informing parents of their rights and responsibilities and categorical/special programs such as Title I, EL and Special Education
  - Establishing effective advisory committees and councils at schools
  - Addressing parent concerns
  - Engaging parents to support homework completion, good attendance habits, and creating learning environments at home that reinforce classroom learning
  - Engaging and effectively communicating with parents, including working parents, disabled parents, newly arrived parents and non-English speaking parents

*Mandate 4: Coordinate and integrate the parental involvement strategies described in this policy with parental involvement strategies under other programs, including the various 0-5 federal programs that prepare children for school and parents for their role in supporting their children's learning.*

To address this mandate, the District will coordinate and integrate its parent engagement programs and trainings with those of other District units, including:

- Office of Multicultural and Multilingual Programs: Coordination is centered on informing parents of EL students of the District's Master Plan for English Learners through a Parent Institute. Parents provided input on this plan and guided all of the recommendations regarding the modules to be developed. Parents will participate in the development of the modules, which is scheduled to be completed by the end of 2012.
- Division of Special Education: Coordination is centered on the integration of the



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Division of Special Education's Community Advisory Committee into the portfolio of central parent advisory committees facilitated by the Parent Community Service Branch (PCSB). This integration ensures the coordination of parent engagement strategies, programs, and goals among parents of Title I, EL and students with special needs.

- Division of Early Education: Coordination is centered on the integration of the Division of Early Education's parent engagement program, *Abriendo Puertas/Opening Doors*, as part of its training portfolio for school and parents with children in grades Pre-K to 3.
- Information Technology Division: Coordination is centered on the Information Technology Division's initiative to develop, promote and train schools on web-based tools for parents that help support student achievement. Examples include the Parent Access Support System, access to LAUSD online applications for eChoices, Free and Reduced Lunch applications, and school volunteer programs.
- Office of the Chief Operating Officer: Coordination is centered on the Office of the Chief Operating Officer's effort to promote District-wide initiatives such as Breakfast in the Classroom and the Attendance Improvement Challenge that support student achievement among parents District-wide.
- Beyond the Bell: Coordination is centered on PCSB's promotion of Beyond the Bell's Expanded Learning and Enrichment Program and the CORE Waiver school year and summer intervention programming with parents District-wide. These programs provide extra-curricular and tutoring programs for students.
- Student Integration Services: Coordination is centered on PCSB's outreach to parents to promote the Student Integration Services' programs including the LAUSD Magnet, Permits with Transportation and CORE Waiver Priority School Matriculate Choice program.
- Office of Data and Accountability: Coordination is centered on ensuring the inclusion of parents in the development of and participation in key school performance indicators including the LAUSD Performance Meter and the LAUSD School Experience Survey.
- Federal and State Education Programs: Coordination is centered on ensuring that federal and state parental involvement requirements, including the School-Parent Compact, School Parent Involvement Policy, Performance Meter goals and the Single Plan for Student Achievement, are met by all schools.

*Mandate 5: Conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of*



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*Title I schools, including identifying barriers to greater parent participation in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background), and use the findings of such evaluation to design strategies for more effective parental involvement and to revise, if necessary, the parental involvement policies described in this section.*

To address this mandate the District will:

- Utilize ESC Title I Parent Study Groups to examine the effectiveness of the parent engagement strategies and programs described in this policy on student achievement at Title I schools.
- Provide training and coaching to Title I Parent Study Groups to identify specific policy issues to be studied, design effective evaluation processes and utilize various data collection tools including surveys, site observations, interviews, etc.
- Use study group findings and recommendations to determine any necessary revisions of the policy annually.
- Consult with Title I parent study group participants in determining how central parent engagement funds are allotted to support the centrally-based parent engagement programs, practices, and strategies contained in the policy.
- Promote the completion and results of the annual LAUSD School Experience Survey to capture parent feedback on school-level parent engagement experiences, programs and practices.

*Mandate 6: Involve parents in the activities of Title I schools.*

To address this mandate, the District will:

- Ensure effective parent involvement at schools by growing schools' capacity to do the following:
  - Communicate effectively with parents
  - Create welcoming, respectful environments for all parents
  - Provide learning opportunities for parents that grow their ability to support classroom learning, particularly in math and reading, homework completion and attendance
- Ensure parents are knowledgeable about the following:
  - Parents' Bill of Rights and Responsibilities
  - Student and school performance data



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- Alternative school options including Magnet Programs, CORE Waiver Priority School Matriculate Choice program, Zones of Choice, etc.
- School policies including the visitation policy, attendance policy and homework policy

## IV. CONCLUSION

The District has demonstrated its commitment to parent involvement at the school and central levels through its policy for parent engagement, guiding documents and core beliefs, the LAUSD School Goals for Parent Engagement, the Parents' Bill of Rights and Responsibilities, and the LAUSD Performance Meter. The programs and practices described in this policy provide further affirmation of this commitment, and adherence to it will build school and parent capacity in fostering meaningful school-home partnerships to bolster student achievement.



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Attachment B

The following schools were represented in the Title I Parent Involvement Study Groups:

| <b>Elementary Schools</b>     | <b>Middle Schools</b>  | <b>High Schools</b>     |
|-------------------------------|------------------------|-------------------------|
| 186 <sup>th</sup> St. EL      | Audubon MS             | Banning HS*             |
| 68 <sup>th</sup> St. EL       | Belvedere MS           | Bravo Medical Magnet HS |
| Baldwin Hills EL              | Berendo MS             | Cleveland HS            |
| Beethoven EL                  | Bethune MS             | Dorsey HS*              |
| Broadway EL                   | Burroughs MS           | Eagle Rock HS           |
| Buchanan EL                   | Edison MS              | Hamilton HS             |
| Chapman EL                    | El Sereno MS           | Hollywood HS            |
| City Terrace EL               | Griffith MS            | King-Drew Magnet HS     |
| Del Olmo EL                   | Holmes MS              | Los Angeles HS*         |
| Denker Ave EL                 | Liechty MS             | Monroe HS*              |
| Evergreen EL                  | Los Angeles Academy MS | Reseda HS               |
| Ford Blvd. EL                 | Muir MS*               | San Fernando HS*        |
| Gardner EL                    | Pacoima MS             | Wilson HS               |
| Gault EL                      | Sutter MS              |                         |
| Gratts Learning Academy*      | Webster MS             |                         |
| Herrick EL                    | Young Oak Kim Academy  |                         |
| Hillcrest Dr. EL*             |                        |                         |
| Hoover EL                     |                        |                         |
| Lassen EL                     |                        |                         |
| Loyola Village EL             |                        |                         |
| Miramonte EL                  |                        |                         |
| Mosk EL                       |                        |                         |
| Multnomah EL                  |                        |                         |
| O'Melveny EL                  |                        |                         |
| Osecola EL                    |                        |                         |
| San Jose Magnet               |                        |                         |
| UCLA Community School (K-12)* |                        |                         |
| Wilton Place EL               |                        |                         |
| Winnetka EL                   |                        |                         |

\*Denotes school in the Superintendent Intensive Support and Innovation Center (ISIC)



**Los Angeles Unified School District  
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1. LAUSD will involve parents in the joint development of the LAUSD Program Improvement Plan by inviting parents of Title I students to participate in Title I Parent Study Groups at each Educational Service Center (ESC), in the District’s Title I Focus Group, and in school level activities related to the LAUSD Program Improvement Plan, including budget and program development for all categorical programs. The District will also invite parents to participate in special training to support their understanding of the LAUSD Program Improvement Plan and the Single Plan for Student Achievement (SPSA).
  
2. LAUSD, through the Parent Community Student Services Branch (PCSB) and the Parent and Community Engagement (PACE) staff at each ESC, will provide the coordination, technical assistance, and other support necessary to assist Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Staff from PACE and PCSB will develop tools and curriculum and will provide training to school staff in the following areas:
 

|                                    |  |
|------------------------------------|--|
| School Goals for Parent Engagement | Special assistance to targeted schools |
| Capacity-building programs         | Partnership Action Teams               |
| School Volunteer Program           |  |
  
3. LAUSD will build the schools’ and parents’ capacity for strong parental involvement by providing the training and tools necessary for schools to operate effective parent engagement programs from pre-school to 12<sup>th</sup> grade. Through PCSB and ESC PACE staff, the LAUSD will support school capacity-building initiatives through the following:
 

|   |  |
|---|--|
| Training for parents on District academic initiatives         |  |
| Parent and Family Center Improvement Program                  |  |
| Training for school staff on how to support parent engagement |  |
  
4. LAUSD will coordinate and integrate the parental involvement strategies described in this policy with parental involvement strategies under other programs, including those managed by other LAUSD departments and or/units:
 

|  |                                       |
|--|---------------------------------------|
| Multilingual and Multicultural Education | Division of Special Education         |
| Early Childhood Education                | Federal and State Education Programs  |
| Information Technology Division          | Office of the Chief Operating Officer |
| Beyond the Bell                          | Student Integration and School Choice |
| Office of Data and Accountability        |                                       |
  
5. LAUSD will conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of the parental involvement policy in improving the academic quality of Title I schools, including identifying barriers to greater parent participation in Title I activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). LAUSD will use the findings of such evaluation to design strategies for more effective parental involvement and to revise as needed, the District Title I Parent Involvement Policy. The District will utilize ESC Title I Parent Study Groups to examine the effectiveness of the parent engagement strategies and programs on student achievement at Title I schools.
  
6. LAUSD will involve parents in the activities of Title I schools, will ensure schools communicate effectively with parents, welcome them as partners, and provide opportunities to help them support their children’s learning and achievement. LAUSD will ensure that parents are knowledgeable about student and school performance data, their rights and responsibilities, including their right to choose a school for their children, and how to support their children’s education.

*This is a summary of the LAUSD Title I Parent Involvement Policy passed in December of 2012.  
A hard copy of the entire policy may be requested at each school.*



**Distrito Escolar Unificado de Los Angeles  
Política para la Inclusión de los Padres de Familia Título I**

1. EL LAUSD incluirá a los padres en la elaboración conjunta del Plan de Mejora de Programas del LAUSD por medio de invitar a los padres de alumnos en Título I a participar en los grupos de estudio de Título I en cada Centro de Servicios Educativos (ESC, por sus siglas en inglés), en el grupo de enfoque de Título I del Distrito y en actividades a nivel escolar relacionadas con el Plan de Mejora del LAUSD, el cual incluye la elaboración de presupuestos y programas de fondos categóricos. El Distrito también invitará a los padres a participar en capacitaciones especiales con fin de apoyar a los padres en su conocimiento del Plan de Mejora de Programas del LAUSD y del Plan Único para el Aprovechamiento Estudiantil (SPSA, por sus siglas en inglés).

2. El LAUSD, por medio de la Oficina de Servicios a Padres y a la Comunidad (PCSB, por sus siglas en inglés) y el Personal para la Participación de Padres y la Comunidad en cada ESC, proveerán la coordinación, ayuda técnica y otros apoyos necesarios a las escuelas de Título I para la planificación y puesta en marcha de actividades eficaces para la inclusión de los padres, con el fin de mejorar el aprovechamiento académico de los alumnos y el rendimiento escolar. El personal de PCSB y de la Oficina para la Participación de los Padres y la Comunidad en cada ESC, elaborarán las herramientas y el currículo y proveerán capacitación al personal escolar en los siguientes ámbitos:

- |   |  |
|---|--|
| Metas escolares para la inclusión de los padres | Ayuda específica para escuelas identificadas |
| Programas para incrementar capacidad            | Comités para toma de decisiones para la      |
| Programa de voluntarios escolares               | inclusión de los padres                      |

3. El LAUSD incrementará la capacidad de las escuelas y los padres para que exista una inclusión de padres duradera, por medio de proveer a las escuelas la capacitación y las herramientas necesarias para que efectúen programas eficaces para la inclusión de los padres, desde la escuela preescolar hasta el 12° grado. A través de PCSB y el personal ESC, PACE, el LAUSD apoyará las iniciativas para mejorar la capacidad de las escuelas por medio de lo siguiente:

- Capacitación para padres referente a iniciativas académicas del Distrito
- Programa de Mejora de los Centros de Padres y Familias
- Capacitación para el personal escolar referente a cómo apoyar la inclusión de los padres

4. El LAUSD, coordinará e integrará las estrategias para la participación de los padres descritas en esta política, con las estrategias para la participación de los padres en otros programas, los cuales incluyen aquellos dirigidos por otras oficinas y departamentos del LAUSD:

- |  |                                  |
|--|----------------------------------|
| Educación Multilingüe y Multicultural        | Oficina de Educación Especial    |
| Oficina para Datos y Acatamiento             | Educación Preescolar             |
| Oficina del Director General de Operaciones  | Oficina de Informática           |
| Oficina del Programa <i>Beyond the Bell</i>  | Integración Estudiantil y Opción |
| Programas Federales y Estatales de Educación |                                  |

5. El LAUSD llevará a cabo, con la participación de los padres, una evaluación anual del contenido y eficacia de la política para la inclusión de los padres para mejorar la calidad académica en las escuelas de Título I, lo cual incluye identificar los obstáculos para tener mayor participación de padres en las actividades Título I (con atención específica a los padres de bajos recursos, con discapacidades, con dominio limitado del idioma inglés, dominio limitado de lectoescritura o que pertenezcan a alguna etnia o minoría racial). El LAUSD utilizará las conclusiones de dicha evaluación para diseñar estrategias para una participación de padres más eficaz, la Política Título I para la Inclusión de los Padres de Familia del LAUSD se revisará según sea necesario. El Distrito utilizará los Grupos de Estudio Título I establecidos en cada ESC para examinar la eficacia de las estrategias para la inclusión de padres y los programas de aprovechamiento estudiantil en las escuelas Título I.

6. El LAUSD involucrará a los padres en las actividades de las escuelas de Título I, para asegurarse que las escuelas se comuniquen de forma eficaz con los padres, les den la bienvenida como socios iguales y les proveen oportunidades para apoyar el aprendizaje y aprovechamiento de sus hijos. El LAUSD se asegurará que los padres tengan conocimiento acerca de los datos de rendimiento estudiantil y escolar, acerca de sus derechos y responsabilidades, los cuales incluyen su derecho de escoger una escuela para sus hijos y acerca de cómo apoyar la educación de sus hijos.

*Este es un resumen de la Política para la Inclusión de los Padres Título I del LAUSD aprobada en diciembre de 2012.  
Usted puede solicitar una copia en papel de la política en general en cada escuela.*



## Los Angeles Unified School District School Goals for Parent Engagement

The *Parents as Equal Partners in the Education of their Children* Resolution, adopted by the Board of Education in December of 2010, led to a series of recommendations for implementation at school sites. The Task Force on *Parents as Equal Partners* stated that “meaningful parent engagement is when schools see parents as equal partners in promoting student achievement and recognize parents’ talents and skills as resources to promote children’s educational development.” A review of decades of research conducted in support of this resolution indicates that when parents are involved, students have the following:

- ✓ Higher grades, test scores, and graduation rates
- ✓ Better school attendance
- ✓ Increased motivation and better self-esteem
- ✓ Lower rates of suspension
- ✓ Decreased use of drugs and alcohol
- ✓ Fewer instances of violent behavior

In addition, through authentic partnerships with parents, schools gain the following:

- ✓ Improved teacher morale
- ✓ Higher ratings of teachers by parents
- ✓ More support from families
- ✓ Higher student achievement
- ✓ A better reputation in the community

Goals for parent engagement are aligned to the mandates of No Child Left Behind (2001), the Parent as Equal Partners Task Force Recommendations (2011), and the California Department of Education Family Engagement Framework (2011). These goals and indicators provide guidance to schools in developing and implementing effective parental involvement policies and practices that yield higher levels of student academic success.

### **1. Provide a welcoming environment for families and invite them to participate as equal partners in the education of their children.**

- Staff ensures every interaction and engagement with parents is positive and valuable
- Communication with parents is timely, is provided through a variety of print and other media, and is in a language parents understand
- The school environment is clean and attractive and signage is available to help parents navigate the school campus
- Parents know and understand the process for them to communicate with school personnel
- Teachers invite parents to visit their classrooms, to volunteer, and to share valuable information about their child’s learning
- School staff and parents to ensure mutual support for each other’s roles as partners



**2. Provide parents opportunities to acquire necessary information, knowledge, and skills to support their children’s education at home and at school.**

- A school Partnership Action Team (PAT) guides all efforts to implement an effective plan for family engagement, including the home- school compact
- Parent center staff and members of the PAT receive training and support to carry out their roles
- Parents participate in parent education classes to strengthen their capacity to support learning at home
- Parent center facilities and equipment/technology are adequate to support parent and community engagement activities
- Partnerships with community organizations provide resources for parent engagement and wrap-around resources for their families

**3. Engage parents in the school’s volunteer program so they can participate in supporting school-wide, classroom, and parent involvement activities.**

- A staff person is designated to oversee the school volunteer program
- All parents are invited to join and participate in the school volunteer program
- Training is provided for volunteers based on their assignment and need
- Volunteer support teachers in the classroom as well as school-wide activities
- The school annually assesses the impact of the volunteer program on school operations, school climate, and student performance

**4. Respond to parent concerns and/or complaints to ensure child’s educational needs are met.**

- Parents and staff are knowledgeable about the Parents’ Bill of Rights and Responsibilities, and these are posted in key areas of the campus
- Rights of parents and children are respected and communicated to promote trust
- Staff is respectful and informative in interactions with parents
- Resolution of parent concerns is timely and supportive of student learning
- The school has a defined process for parents to express their concerns or complaints
- Schools follow these protocols in a fair and consistent manner

**5. Comply with all LAUSD, State, and Federal requirements regarding parent involvement.**

- School staff and parents know the requirements and mandates of the following:
  - ✓ NCLB, including Title I Policy and School-Parent Compact
  - ✓ CDE requirements for operation of SSCs and school-level advisory committees
  - ✓ LAUSD Parents as Equal Partners Resolution and Task Force recommendations, including development of school action teams, partnerships for wrap around services in parent centers, and a plan for parent involvement
- Implementation of requirements are monitored for fidelity and quality
- Parents/staff know their rights under the Uniform Complaint Procedure (UCP)
- UCPs are minimal or non-existent