

# **Appendix E**

## **Budget Planning for Parental Involvement**

## INTER-OFFICE CORRESPONDENCE

Los Angeles Unified School District

**TO:** School Principals

**DATE:** March 1, 2013

**FROM:** Maria Casillas, Chief Officer  
School, Family and Parent/Community Services

**SUBJECT:** **Parent Engagement Activities Supported by Categorical Programs**

All parent engagement programs and activities funded through categorical programs (Title I, EIA-SCE and EIA-LEP) must be developed with meaningful involvement, consultation, and advice of parents of participating children. Schools must ensure the appropriate advisory committee submits recommendations to the School Site Council (SSC) and that their members are fully involved in 1) planning the program using data, 2) making modifications to the plan, 3) monitoring implementation for alignment and 4) assessing the impact of funded programs and activities on student achievement.

### **Title I Funds**

Schools receiving Title I funds will receive a separate allocation to implement programs and activities to support their schools' Title I Parent Involvement Policy (Bulletin 5963, February 2013) including programs that strengthen parent capacity to support learning at home and at school. Such programs and activities must be planned and implemented with the meaningful involvement of parents of participating children. The School Plan for Student Achievement (SPSA) describes the details of the school's plan for parent engagement. The SSC has the authority to make decisions on the use of Title I funds.

### **EIA-SCE, Title III, and EIA-LEP Funds**

Schools receiving Economic Impact Aid-Limited English Proficient (EIA-LEP) and Economic Impact Aid-State Compensatory Education (EIA-SCE) funds **must** allocate one percent (1%) of their allocation to provide for programs and activities that strengthen parent capacity to support learning at home and at school. Programs and activities must be planned and implemented with the meaningful involvement and advice of parents of participating children through the school's English Learner Advisory Committee (ELAC) when using Title III and EIA-LEP funds, or through the School Advisory Committee (SAC), when using EIA-SCE funds. The SAC and ELAC may delegate their authority to the SSC according to LAUSD guidelines described in Bulletin 5797.1, January 2013.

### **Budget Planning Process**

1. The school plan for parent engagement must address the Parents as Equal Partners Resolution and Task Force Recommendations, the School Goals for Parent Engagement, and all appropriate Federal and State mandates regarding parent engagement.
2. The school plan for parent engagement should include activities and programs, timeline and resources to support student academic goals. The plan must be incorporated within the SPSA and supported with the appropriate categorical funds. Please refer to School Goals for Parent Engagement (Attachment B) for suggested activities.
3. Unless delegation of authority has been provided to the SSC, advisory committees must be included throughout the entire budget process, and they must make formal recommendations to the SSC. The ELAC must make formal recommendations regarding Title III and EIA-LEP budgets, and the SAC must make formal recommendations on the EIA-SCE budget.
4. Upon receipt of committee recommendations, the SSC must perform the following duties:
  - a. address the recommendations during a regularly scheduled meeting
  - b. approve or disapprove the recommendations
  - c. provide written response to the appropriate committee regarding their actions.

5. Funds allocated for parent involvement activities must not be used for other purposes. When used inappropriately, the categorical program from which the non-allowable item was expended must be repaid with general funds regular program resources.
6. The school planning sheet for parent involvement activities must be developed with parent recommendations for the projected expenditures from all categorical funds. The Planning Sheet is submitted to the appropriate ESC Fiscal Specialist and copies provided to chairpersons of the SSC and advisory committees.
7. Personnel expenditures, including Community Representatives, Parent Resource Assistants, and Parent Resource Liaisons budgeted from parent involvement funds must perform duties and responsibilities that **directly** support the school's plan for parent engagement, as identified in the SPSA. These positions should be multi-funded from all categorical programs. Budget justifications with the job description must be attached to the budget worksheet when submitted.
8. Categorical funds are to supplement, not supplant, educational services for parents. These funds may not be used for rental of facilities or for equipment, other than for translation equipment when approved by the ESC Parent and Community Engagement (PACE) Administrator. Funds should be allocated to support parent activities that help meet the School Goals for Parent Engagement, including:
  - Training to strengthen parent capacity to support their children's learning at home and achievement at school
  - Training of the school's Family Engagement Action Team
  - Development of the School-Parent Compact and the Title I Parent Involvement Policy
  - Translation services and/or translation equipment
  - Parent conference attendance (*BUL-5449.0*)
  - Parent and Family Center programs, activities, and staff
  - Advisory committee expenses for meetings and for training of members, including light refreshments (*BUL-5447.0*) and **postage for notices.**
9. Parents driving their vehicles to attend non-school-site meetings and activities will be reimbursed by the sponsoring unit at the approved mileage rate (51¢ per mile).
10. A differential may be provided to a register-carrying teacher **only** for purposes of coordinating parent engagement activities, including convening and training the school family engagement team that develops the parent engagement plan. Specific duties of the teacher must be above and beyond the duties of the EL and/or Title I Coordinator.

For further information, please contact Diane Panossian, Administrator, Parent Community Services Branch, at (213) 481-3350, or your ESC Parent and Community Engagement (PACE) Administrator:

ESC-North	Marilu Pigliapoco	818-654-3600
ESC-South	Rene Robinson	310-354-3400
ISIC	Alvaro Alvarenga	213-241-0100
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cc: Jaime Aquino  
 Donna Muncey  
 Debbie Ernst  
 Hilda Maldonado  
 Kathy Norris

Attachments (2)

*Parent Community Services Branch*  
**BUDGET PLANNING SHEET FOR 2013-2014**

**SCHOOL NAME:** \_\_\_\_\_

**LOCATION CODE:** \_\_\_\_\_

ITEM NO.	RESOURCES	TITLE I (7E046)		EIA/EDY (7V462/74V62)		LEP (7S536)		
				EIA-SCE (7S539)				
		QTY	Amount	QTY	Amount	QTY	Amount	Total Amount
21427	Clerical Overtime							
21532	Custodial Overtime							
50073	Parent Conference Attendance							
50163	Parent Training Allowance (Limited to a maximum of \$1500.00 per funding source)							
50059	Mileage							
11275	Professional Expert (Certificated) (For Parent Engagement Activities)							
10365	Differential, Teacher Parent Activity (For Register-Carrying Teacher Only)							
21720	Community Representative Pay Rate \$_____ (multi-funded)							
22555	Parent Resource Liaison (multi-funded) This position is subject to seniority rights.							
26956	Parent Resource Assistant (multi-funded) This position is subject to seniority rights.							
40267	Instructional Material Account (IMA) (No office supplies; for parent activities only)							
40169	Advisory Committee Expenses (expenses and refreshments for advisory committees)							
40110	Audio Visual/for translation only (Must be approved by PACE Administrator)							
50002	Contracted Instructional Services: Must be approved vendors for training defined in the school plan for parent engagement.							
50035	Independent Contract (Professional Services): LAUSD-approved contracted individuals defined in school plan for parent engagement.							
TOTAL BUDGET		\$		\$		\$		

This planning sheet is intended to allow for parent-involvement budgeting at a glance.  
Please present this page for programmatic and fiscal review.



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

- ✓ **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

- ✓ **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.

### **School Goals for Parent Engagement**

- 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 Family Engagement Action Team (FEATeam) guides all efforts to implement an effective plan for family engagement, including the home- school compact
  - Parent center staff and members of the FEATeam receive training and support to carry out their role
  - 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 Home-School 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