



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

TITLE: Notification of Federal Title I Parent and Family Engagement Mandates

NUMBER: MEM-6750.3

ISSUER: Pedro Salcido, Chief of Staff
Office of the Superintendent

Rosalinda Lugo, Ed.D., Administrator
Office of Parent and Community Services

DATE: August 28, 2019

ROUTING

Local District Superintendents
Instructional Directors
Operations Administrators
Operations Coordinators
Parent and Community
Engagement Administrators
District Categorical Coordinators
Parent Educator Coaches
Principals
School Administrative Assistants
School Categorical Coordinators
School English Learner Designees
Parent and Family Center Staff

PURPOSE: The purpose of this Memorandum is to provide guidance on the mandates for parental involvement as required by the Elementary Secondary Education Act (ESEA), Every Student Succeeds Act (ESSA) of 2015, Section 1116.

MAJOR CHANGES: This Memorandum replaces MEM-6750.2. It requires that schools reorganize their school Title I Parent and Family Engagement Policy to align with the requirements set forth in ESSA and by the California Department of Education.

GUIDELINES: The ESSA, Section 1116, recognizes that parents are a child's first teacher and should have the opportunity to become involved in their child's education. This legislation requires the development of written policies to ensure that parents, guardians and family members of Title I students are informed about their opportunities to participate in the design and implementation of the Title I program. Annually, each Title I school must develop its own policy with Title I parents, who must agree upon the policy (see Attachment A). This policy must be sent to the parents of Title I students. In addition, the Los Angeles Unified School District has the District Title I Parent and Family Engagement Policy, which is reviewed each year with parents in the Local Districts (see Attachment B).

Each school receiving Title I funds must meet the following mandates and are required to:

- Conduct an Annual Meeting for Title I parents and family members early in the school year to inform them about the following:
 - Parent rights under the Title I program
 - LAUSD Title I Parent and Family Engagement Policy
 - How to become involved in improving the school's Title I program, including development of the school's Title I Parent and Family Engagement Policy and School-Parent Compact



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- Mail the LAUSD Title I Parent and Family Engagement Policy summary to all Title I parents (see Attachments C1 and C2). Post evidence of this mailing on the school's website or in the school's newsletter.
- Develop a written School Title I Parent and Family Engagement Policy jointly with and approved by Title I parents. This school policy must be mailed to parents of participating students in a language and format they can understand.
- Develop a written School-Parent Compact jointly with and approved by Title I parents. The School-Parent Compact must be mailed to parents of participating students in a language and format they can understand. The School-Parent Compact template and School-Parent Compact Guide To Quality and Quality Indicators require that schools engage parents and students differently (see Attachments D and E). Additional information and resources regarding the new School-Parent Compact can be found on the California Department of Education website at <http://www.cde.ca.gov/ls/pf/pf/samplecompactachieve.asp>.
- Involve parents in advising on how the school's Title I funds will be allocated to support their child's education.
- Provide opportunities for regular meetings that allow the parents to participate in decisions relating to the education of their children.
- Help parents understand the state and local assessments of their child's progress, how to monitor that progress and how to work with educators.
- Provide parents with materials and training to improve their child's academic achievement.
- Educate all staff about the value and methods of reaching out to parents as equal partners in the education of their children.
- Integrate parent and family engagement efforts with other school and community programs.
- Inform all parents and guardians of school-wide Title I program (SWP) participation or selected parents of targeted assistance school participation.
 - Sample letters (Attachments F1, F2, G1, and G2) are attached to facilitate compliance with these requirements. If translations of Chinese, Korean, and Vietnamese are needed, copies may be



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downloaded from the Federal and State Education Programs (FSEP) website at <http://achieve.lausd.net/fsep>.

A list of additional resources to support parent and family engagement is available on the Office of Parent and Community Services website under the Tools For Schools link. Resources supporting all Title I programs are available on the FSEP website, including relevant policy documents, annual Title I meeting presentations, and the Time-Task Monitoring Calendar.

RELATED

RESOURCES: REF. 6749.2 “Principal’s Portal Certification For Local Control and Accountability Plan, Title I Parent and Family Engagement Requirements and English Learner Advisory Committee Mandates”, dated August 30, 2018

Online School Plan for Student Achievement Template

LAUSD Program and Budget Handbook

ASSISTANCE: For specific questions regarding Title I, contact the Federal and State Education Programs at (213) 241-6990. For questions regarding parent and family engagement, contact the Office of Parent and Community Services at (213) 481-3350.



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Attachment A

[School Name]

Title I School-Level Parent and Family Engagement Policy [Current Year]

[School Name] has developed a written Title I parent and family engagement policy with input from Title I parents and agreed upon by Title I parents. [Describe how the school developed the policy with parent input and how/when parents agreed with the policy. Describe how parents are notified of the policy in an understandable and uniform format and, to the extent possible, in a language parents understand.]

This policy describes the means for carrying out the following Title I parent and family requirements:

Section I: Involvement of Parents in the Title I Program

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

- The school convenes an annual meeting, at a convenient time, to inform parents and family members of Title I students about Title I requirements, the school's involvement in the program, and about the right of parents to be involved in the Title I program.
[Briefly describe or bullet how this happens at your school.]
- The school offers a flexible number of meetings for Title I parents, such as meetings in the morning or evening.
[Briefly describe or bullet how this happens at your school.]
- The school involves parents of Title I students in an organized, ongoing, and timely way, in the planning, review, and improvement of the school's Title I programs, including the planning, review, and improvement of the school's Title I parent and family engagement policy and the joint development of the School Plan for Student Achievement.
[Briefly describe or bullet how this happens at your school.]
- The school provides parents of Title I students with timely information about Title I programs.
[Briefly describe or bullet how this happens at your school.]
- The school provides parents of Title I students with a description and an explanation of the curriculum used at the school, the academic assessments used to measure student progress, and the achievement levels students are expected to meet with the state



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standards.

[Briefly describe or bullet how this happens at your school.]

- If requested by parents of Title I students, the school provides opportunities for regular meetings to formulate suggestions and to participate in decisions relating to the education of their children, and to respond to any such suggestions as soon as possible.

[Briefly describe or bullet how this happens at your school.]

- If the School Plan for Student Achievement is not satisfactory to Title I parents, the reasons will be shared in this policy. ***[Submit any parent comments on why the plan is unsatisfactory here.]***

Section II: Building Capacity for Involvement

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

- The school provides Title I parents with assistance in understanding the State's academic content standards, state and local academic assessments, and how to monitor a child's progress and work with educators to improve the achievement of their children.

[Briefly describe or bullet how this happens at your school.]

- The school provides Title I parents and family members with materials and training to help them work with their children to improve their children's achievement, paying special attention to support for foster parents.

[Briefly describe or bullet how this happens at your school.]

- With the assistance of Title I parents, the school educates teachers, specialized instructional support personnel, assistant principals and other school leaders, and other staff about the value and utility of the contributions of parents and family members, and about how to reach out to, and communicate with, and work with parents as equal partners to build ties between parents and the school.

[Briefly describe or bullet how this happens at your school.]

- The school coordinates and integrates the Title I parent and family engagement program with other programs, and conducts other activities, such as Parent and Family Centers, to encourage and support parents in more fully participating in the education of their
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children.

[Briefly describe or bullet how this happens at your school.]

- The school distributes information related to school and parent programs, meetings, and other activities to Title I parents and family members in a format and, to the extent practicable, in a language that they understand.

[Briefly describe or bullet how this happens at your school.]

- The school provides support for parent and family involvement activities requested by Title I parents.

[Briefly describe or bullet how this happens at your school.]

Section III. Accessibility

[School Name] provides opportunities, to the extent practicable, for the participation of all Title I parents and family members, including parents and family members with limited English proficiency, parents and family members with disabilities, and parents and family members of migratory students. Information and school reports are provided in a format and language that parents understand.

[Briefly describe or bullet how this happens at your school.]

Section IV: Shared Responsibilities for High Student Academic Achievement

[School Name] distributes to parents of Title I students a School-Parent Compact. **It is attached to this policy.** The Compact, which has been jointly developed with parents and approved by them, outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement. *[Describe how the school developed the Compact with parent input and how/when parents agreed with the compact. Describe how parents are notified of the compact in an understandable and uniform format and, to the extent possible, in a language parents understand.]*

The Compact describes specific ways the school and families will build and develop a partnership to help children achieve California's high academic standards. It addresses the following legally required items, as well as other items suggested by parents of Title I students.

[Briefly describe or bullet how the list of items below happens at your school.]

- The school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables children to meet California's academic standards



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- The ways that parents can volunteer in their child's classroom
- The ways that parents can participate, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time.
- The ways parents will be responsible for supporting their children's learning
- The importance of ongoing communication between parents and teachers on an ongoing basis through, at a minimum, the following:
 - annual parent-teacher conferences in elementary schools during which the compact shall be discussed as the compact relates to the individual child's achievement
 - frequent reports to parents on student progress
 - reasonable access to staff
 - communication regarding opportunities for parents to volunteer and participate in their child's class and opportunities to observe classroom activities
 - ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent possible, in a language that family members can understand

This policy and compact was adopted by _____ School on _____ date and will be in effect for the entire school year. It has been distributed to all parents on _____ (date) and is made available to the local community by _____ ***[Describe the means for informing the local community].***



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Every Student Succeeds Act of 2015 LAUSD Title I Parent and Family Engagement Policy

Mandate A: Involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The District will involve parents in the joint development of LAUSD's Local Education Agency (LEA) Plan through the Title I Parent Study Groups and the Title I Focus Group. Recommendations from parents about the Local Educational Agency Plan will be published annually.

The District will issue the following directives, tools and trainings to ensure schools have the necessary information they need to effectively engage and communicate with parents in the plan writing process associated with school support and improvement:

- District Policies on School Committees and Councils and Title I related mandates: Provides schools with operating guidelines and federal requirements for School Site Councils, English Learner Advisory Committees and Title I requirements at school sites, requiring parent members on the School Site Council to be trained before the first official meeting.
- Title I Program and Budget Handbook: Assists schools and parents in identifying allowable school expenditures to bolster parent involvement in the school review and improvement process.
- School Experience Survey (SES): Provides parents, students and school staff with an opportunity to give feedback on matters related to school climate and student learning. Data from the SES assists the District and schools in developing support and improvement strategies to be included in the Single Plan for Student Achievement.
- 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.
- Uniform Complaint Procedure (UCP) Forms: Assists schools with providing UCPs to parents who have complaints and who need support.
- School Data Conversations with Parents and Families Training Tools: Provides school staff with a parent training module to increase parent awareness of available school data,



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including information about how school and student data can be used in plan writing, goal setting, and monitoring.

- **Understanding School Budgets Training Tools:** Provides school staff with a parent training module to increase parents' understanding of the programs and expenses that aligned with the Single Plan for Student Achievement.



Mandate B: Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.

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

- The Office of Parent and Community Services will provide coordination, technical assistance and support in assisting and building the capacity of all participating schools in LAUSD at the central level. In addition, Local District staff will provide training and support directly to schools within their District. To ensure effective planning and implementation of the programs and services provided by the Parent and Community Engagement (PACE) units, all PACE units will be trained by the Parent and Community Services (PCS) staff to ensure uniformity in the delivery and capacity building of parent and family members in the LAUSD. Effectiveness will be determined through surveys and other forms of evaluation.
- **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 will be widely distributed to every school to create benchmarks and indicators for parent engagement.
- **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. Training tools are provided, and training for all volunteers is strongly recommended.



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- **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 and other technology, building upgrades, children's corners and mobile modular furniture. Renovated Parent and Family Centers undergo monitoring for effective program implementation.
- **Targeted Technical Assistance:** Targeted support provided to schools undergoing periodic state and/or federal review of their parent engagement planning process.
- **Building Partnerships with Community Groups:** Training will be provided to schools to prepare them for partnering and consulting with local employers, business leaders, social service organizations with wrap-around services for homeless families, and organizations that specialize in parent and family engagement support and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.
- **Strengthening Staff Capacity for Effective Parent and Family Engagement:** Training program, developed in collaboration with parents and family members, that provides school staff, including but not limited to principals, teachers, front office staff, Parent and Family Center staff and others, with training that fosters meaningful and sustainable parent and family engagement. Key areas include:
 - Parent involvement research and best practices
 - Creating welcoming environments
 - Developing an effective Parent and Family Center that provides a variety of resources for families, especially for homeless families
 - Establishing systems for evaluating parent engagement, such as the use of an evaluation tool for Parent and Family Center effectiveness
 - Engaging and expanding meaningful school volunteer programs
 - Informing parents of their rights and responsibilities and of categorical/ special programs as defined in various laws and statutes, such as Title I, English Learners and Special Education
 - Sharing data with parents, specifically within the teacher-to-parent context
 - Establishing effective advisory committees and councils at schools
 - Establishing systems for addressing parent concerns, including providing information about parent rights and the availability of Uniform Complaints as a means for resolving conflict
 - Engaging parents to support homework completion, good attendance habits, and creating learning environments at home that reinforce classroom learning



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- Engaging and effectively communicating with families, including working parents, disabled parents, homeless families, newly arrived families and non-English speaking parents
- Parent Education Modules: Training and tools will be provided to school staff to increase their capacity to engage, support and provide necessary information to parents of students with documented achievement gaps, homeless and foster youth, English Learners and students with special needs. Training materials will be updated regularly to align with current initiatives. As each school has different needs, training should be selected that best meets the specific needs of parents. 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
 - Student social-emotional support
 - Creating learning environments at home
 - LAUSD technology tools and the Parent Portal
 - Classroom observations
 - Individual Transition Plans
 - Understanding school and District budgeting
 - Requesting translation services
 - Student success on Smarter Balanced Assessments and other exams
 - Understanding the Single Plan for Student Achievement
 - Special Education programs, including a glossary pamphlet of terms used in Individualized Education Plans
 - Master Plan for English Learners
 - Common Core State Standards
 - School Experience Survey analysis
 - Parents as advocates and leaders
 - Supporting good attendance habits
 - Restorative Justice practices
 - CA School Dashboard
 - Transition to college
 - How to resolve conflict safely
 - Understanding the SPSA and the SPSA evaluation
- Parent education modules and materials will be made available on the District's Parent and Community Services website to differentiate the means of training families and school staff.

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Mandate C: Coordinate and integrate parent and family engagement strategies under this part with parent and family engagement strategies, to the extent feasible and appropriate, with other relevant Federal, State, and local laws and programs.

To address this mandate, the District will coordinate and integrate its family engagement programs and trainings with those of other District units. Examples include:



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- **Multilingual and Multicultural Education Department:** Coordination is centered on informing parents of English Learner and Standard English Learner students of the District's Master Plan for English Learners through parent workshops. Parents provide input on this plan and guide all of the recommendations regarding the modules to be developed. In addition, parents are engaged in supporting the District's efforts to increase bilingualism and biliteracy.
- **Division of Instruction:** Coordination is centered on the development of parent training tools to increase parent and family awareness of various instructional initiatives in LAUSD and the critical academic milestones on the path to college- and career-readiness.
- **Division of Special Education:** Coordination focuses on providing parent trainings on the Modified Consent Decree (MCD), bullying, and helping parents understand the special learning needs of their children. Topics include understanding the Individualized Education Plan, resolving conflict, and ensuring the safety of students with special needs at schools.
- **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 Portal, access to LAUSD online applications for eChoices, and school volunteer programs.
- **Beyond the Bell:** Coordination is centered on PCS's promotion of Beyond the Bell's Expanded Learning and Enrichment Program and intervention programming with parents Districtwide. These programs provide extra-curricular and tutoring programs for students.
- **Access, Equity and Acceleration:** Coordination is focused on identifying research and evidence-based strategies for narrowing the opportunity and achievement gaps for underserved student groups, with particular training and engagement provided for the parents of African American and Latino students. Information will be communicated to parents as strategies are applied and data is generated about student improvement.
- **Student Integration Services:** Coordination is centered on the dissemination of information about the various choices for student enrollment, including the LAUSD Magnet program and Permits with Transportation (PWT) program.
- **Office of Data and Accountability:** Coordination aims to promote parent participation in the School Experience Survey and to communicate with LAUSD families and community members about state testing and accountability reports, including the CA School Dashboard.



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- **Federal and State Education Programs:** Coordination is centered on ensuring that federal and state parental involvement requirements, including the Title I School-Parent Compact, Title I Parent and Family Engagement Policy and the Single Plan for Student Achievement, are met by all schools so that meaningful consultation with parents is achieved. Coordination also focuses on the annual revision and Spanish translation of the Title I Annual Meeting presentation for schools and the Program and Budget Handbook.
- **Budget Services Division:** Coordination aims to provide learning tools for schools to use with parents in understanding a school's general budget and Title I and III program expenses.
- **Early Childhood Education Division:** Coordination is focused on providing support to families of preschool children with research-based information on parenting and opportunities available in expanded transitional kindergarten and transitional kindergarten programs.
- **Advanced Learning Options:** Coordination is centered on providing families with information about various advanced learning options, including but not limited to Gifted and Talented Education (GATE) programs. Families will have access to this information in various ways, online, in person and through paper.
- **Office of School Operations:** Coordination focuses on supporting the Discipline Foundation Policy and on informing parents of the resources available for helping children with disciplinary issues.
- **Translations Unit:** Coordination with Translations Unit to support parents' translation and interpretation needs.
- **Student Health and Human Services Division:** Coordination focuses on parent and family resources for communicating the importance of school attendance, awareness of restorative justice practices, and support for homeless and foster youth.
- **School Design Options:** Coordination is centered on providing the parents of students at alternative model schools with guidance on the operation and structure of the alternative school councils. Also, it focuses on providing parents with information regarding the District's efforts around Unified Enrollment, providing parents with a complete portfolio of school programs and options in support of school choice.
- **Charter School Division:** Coordination focuses on supporting efforts to assist with informing school communities about the laws and best practices in school co-location situations.



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Mandate D: Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents 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);**
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and**
- (iii) strategies to support successful school and family interactions.**

To address this mandate, the District will:

- Annually review the District Parent and Family Engagement Policy with parents in the Title I Parent Study Groups. The review process will identify:
 - barriers to parent participation in Title I schools,
 - the needs of all parents and families, specifically for those of various racial and ethnic subgroups, to partner with their child's school for student academic success, and
 - strategies to overcome participation barriers and develop successful partnerships with families and schools for student achievement.
 - Promote the completion and results of the School Experience Survey and other surveys developed by schools in order to capture parent feedback on school-level parent engagement experiences, programs and practices.
 - Develop an evaluation tool to assess a school's Parent and Family Center.
 - Review data from the School Experience Survey, Local Control and Accountability Plan Scorecard/Infographic, and the Principal's Portal to understand the impact of parent engagement efforts, specifically focusing on the results from Title I schools.
 - Make the data available and transparent on the Parent and Community Services website.
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Mandate E: Use the findings under Mandate D to design evidence-based strategies for more effective parent engagement, and to revise, if necessary, the Parent and Family Engagement policies described in this section.

To address this mandate the District will:

- Annually review data from the Title I Parent Study Group Feedback Report to determine the need for revision of the Title I Parent and Family Engagement Policy.
- Utilize findings from the Title I Parent Study Group Feedback Report to redesign evidence-based strategies for more effective engagement of parents and families, paying particular attention to the needs of underserved parent populations.
- Share best practices and strategies identified by the Title I Parent Study Groups with Local Districts and schools in order to strengthen school-based parent engagement and communication between schools and families. For example, the differentiation of communication methods like flyers, phone notification and social media, are necessary to reach all parents in schools.
- Share best practices and strategies identified by parents in Title I schools, by school staff and in research with Local Districts and schools in order to strengthen school-based parent engagement and communication between schools and families.



Mandate F: Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.

The authentic involvement of parents in their children's education and schools is critical for improvement. To address this mandate, the District will:

- Use parent feedback on the barriers to participation in the Title I program, and strategies to overcome the barriers, to train district and school personnel.
- Ensure meaningful parent engagement at schools by growing schools' capacity, specifically with school and Parent and Family Center staff, to do the following:



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- Listen responsively to parents, students and community members, with particular attention to issues concerning student academic performance and progress
 - Create welcoming, respectful environments for all parents
 - Provide learning opportunities for parents that grow their ability to support specialized needs for classroom learning particularly in math, reading and writing, and knowledge of the requirements for high school graduation
 - Provide differentiated learning opportunities for families to how to support the needs of all students
 - Encourage parents and students to participate in leadership opportunities that lead to school improvement, including participating on shared governance committees like the School Site Council
- Ensure parents and family members are knowledgeable about the following:
 - Parents' Bill of Rights and Responsibilities
 - Resources available on the District's website
 - Student and school performance data, including data on the CA School Dashboard
 - Alternative school options including Magnet Programs, Zones of Choice, etc.
 - State standards and assessments
 - Special learning needs
 - Graduation requirements
 - Critical points in the process of teaching and learning where families should intervene to accelerate academic achievement
 - Selection, use and approval of instructional materials
 - Social-emotional development
 - Importance of daily attendance
 - All school policies and other materials available online, including Uniform Complaints
 - Support for and opportunities available to volunteer at schools
 - Availability of parent and family conferences with school staff
 - Parent Portal enrollment and use
 - Opportunities to participate in shared governance



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Attachment C1

(School Letterhead)

Dear Parents and Guardians of _____ School,
(Name of School)

The Los Angeles Unified School District approved a new LAUSD Title I Parent and Family Engagement Policy in June of 2018 which was developed with the meaningful consultation of Title I parents and family members from each Local District. The policy is summarized below. A hard copy of the entire policy may be requested from the main office.

Summary of the Los Angeles Unified School District Title I Parent and Family Engagement Policy

- A. LAUSD will involve parents in the joint development of the LAUSD Local Education Agency (LEA) Plan by inviting parents of Title I students to participate in Local District Title I Parent Study Groups, in the District's Title I Focus Group, and in school level activities related to the LAUSD LEA Plan, including program and budget development for categorical programs. The District will also invite parents to participate in special training to support their understanding of the LAUSD LEA Plan and the Single Plan for Student Achievement (SPSA).
- B. LAUSD, through the Office of Parent and Community Services (PCS) and the Local District Parent and Community Engagement (PACE) staff, will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of Title I schools in planning and implementing effective parent involvement activities to improve student academic achievement and school performance. Staff from PCS and PACE will develop tools and curriculum and will provide training to school staff in the following areas:
- | | |
|--|--------------------------|
| School Goals for Parent Engagement | Parent Education Modules |
| Parent and Family Center Improvement Program | School Volunteer Program |
| Building Relationships with Community Groups | Staff Capacity-building |
| Modules | |
- C. LAUSD will coordinate and integrate parent and family engagement strategies described in this policy with strategies used in programs operated by other LAUSD departments, some of which are listed below:

Multilingual and Multicultural Education
Early Childhood Education
Student Health and Human Services
Beyond the Bell

Division of Special Education
Division of Instruction
Access, Equity and Acceleration
Student Integration Services



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- D. Through Local District Title I Study Groups, LAUSD will conduct an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of Title I schools, identifying the strategies to support successful engagement, the needs of parents and family members to assist with their children's learning, and the barriers to greater parent participation in activities.
- E. LAUSD will use the findings under section D to design evidence-based strategies for more effective parent engagement and to revise, if necessary, the LAUSD Title I Parent and Family Engagement Policy.
- F. LAUSD will involve parents in the activities of Title I schools, ensuring that schools listen responsively to parents, welcome them as partners, and provide leadership and learning opportunities to them. LAUSD will ensure that parents and family members are knowledgeable about school and District programs, engagement opportunities, student and school performance data, parents' rights and responsibilities, and how to support their children's education.

If you are interested in learning more about the annual review of this policy that takes place in each Local District, please contact the Office of Parent and Community Services at 213-481-3350.

Sincerely,

(Principal)



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Attachment C2

(Membrete de la Escuela)

Estimados Padres y Tutores Legales de la Escuela _____
(Nombre de la escuela)

El Distrito Escolar Unificado de Los Ángeles aprobó una nueva Política Título I de LAUSD para la Involucración de los Padres y la Familia en junio de 2018 la cual fue desarrollada con consulta significativa por parte de los padres y familiares de Título I de cada Distrito Local. A continuación, se incluye un resumen de la política. Se puede solicitar una copia de toda la política en la dirección escolar.

Resumen de la Política Título I del Distrito Escolar Unificado de los Ángeles para la Involucración de los Padres y las Familias

- A. LAUSD involucrará a los padres en el conjunto desarrollo del Plan de LAUSD como Entidad Educativa Local por medio de invitar a los padres de estudiantes de Título I para que participen en los Grupos de Estudio de Título I en los Distritos Locales, en el Grupo de Enfoque Título I a Nivel Distrito y en las actividades escolares relacionadas con el Plan LEA de LAUSD lo cual incluye el desarrollo del programa y el presupuesto para los programas categóricos. El Distrito también invitará a los padres para que participen en capacitaciones especiales que apoyen su entendimiento del Plan LEA de LAUSD y del Plan Único para el Rendimiento Académico Estudiantil (SPSA).
- B. LAUSD, por medio de la Oficina de Servicios para los Padres y la Comunidad (PCS, por sus siglas en inglés), y el Personal de las Oficinas para la Participación de los Padres y la Comunidad (PACE, por sus siglas en inglés) en los Distritos Locales, proporcionarán la coordinación, ayuda técnica y otros apoyos necesarios para ayudar a las escuelas Título I en la planificación e implementación de actividades eficaces para la involucración de los padres que mejoren el rendimiento académico estudiantil y el desempeño escolar. El personal de PCS y PACE desarrollarán herramientas y planes de estudio y proporcionarán capacitación al personal escolar referente a los siguientes ámbitos:

Metas Escolares para la Involucración de los Padres
Programa de Mejora de los Centros de Padres y Familias
Establecer Relaciones con Grupos Comunitarios

Módulos de Educación de Padres
Programa de Voluntariado Escolar
Módulos para Ampliar la Capacidad de los Empleados

- C. LAUSD coordinará e integrará las estrategias para la involucración de los padres y las familias descritas en esta política con las estrategias utilizadas por otras oficinas bajo el funcionamiento de LAUSD, que incluye:

Educación Multilingüe y Multicultural

División de Educación Especial



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Educación a Temprana Edad
Servicios de Salud Estudiantil y Humanos
Beyond the Bell

División de Instrucción
Acceso, Equidad y Aceleración
Servicios de Integración Estudiantil

- D. Mediante los Grupos de Estudio de Título I a nivel Distrito Local, LAUSD realizará una evaluación anual referente al contenido y eficacia de la política para la involucración de los padres y la familia en mejorar la calidad académica de las escuelas de Título I, así como se identificarán estrategias para apoyar la involucración exitosa, las necesidades de los padres y familiares para apoyar el aprendizaje de sus hijos, y los obstáculos para tener mayor involucración de los padres en las actividades.
- E. LAUSD utilizará las conclusiones descritas en el Sección D para diseñar estrategias fundamentadas por evidencias para lograr involucración de los padres y las familias que sea más eficaz y para revisar, si procede, la Política Título I de LAUSD para la Involucración de los Padres y la Familias.
- F. LAUSD involucrará a los padres en las actividades de las Escuelas Título I, asegurándose que las escuelas escuchan receptivamente a los padres, les den la bienvenida como socios, y les brinden oportunidades de liderazgo y aprendizaje. LAUSD se asegurará de que los padres y los familiares tengan mayor conocimiento sobre los programas escolares y del Distrito, así como de las oportunidades para la participación, los datos del rendimiento estudiantil y escolar, los derechos y responsabilidades de los padres y sobre cómo apoyar la educación de sus hijos.

Si le interesada aprender más acerca del repaso anual de esta política que se lleva a cabo anualmente en cada Distrito Local, favor de comunicarse con la Oficina de Servicios para los Padres y la Comunidad al 213-481-3350.

Atentamente,

(Director/a Escolar)



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

Attachment D

School-Parent Compact Guide to Quality and Quality Indicators

| | Does the school-parent compact: | | What section of Title I law does this address? | To make the compact most effective: |
|--------------------|--|---|---|---|
| The School's Role | 1A Clearly explain district and school goals for students to meet the challenging State academic standards. | Yes <input type="checkbox"/> No <input type="checkbox"/> | 1118(d) ESEA 1116(d) ESSA | <ul style="list-style-type: none"> Link actions in the compact to goals in the school improvement plan. Use achievement data to set specific goals. |
| | 1B Describe ways that teachers are responsible for supporting students' learning and providing high quality curriculum and instruction. | Yes <input type="checkbox"/> No <input type="checkbox"/> | 1118(d); 1118(d)(1) ESEA 1116(d); 1116(d)(1) ESSA | <ul style="list-style-type: none"> Describe the high quality curriculum the school uses (to support the Common Core State Standards). Describe how teachers will help parents understand what children are learning and doing in class. Specify how teachers will support parent participation in learning activities. |
| | Provide information and actions specific to each grade level. | Yes <input type="checkbox"/> No <input type="checkbox"/> | This is considered a best practice and is not required under Title I law. | <ul style="list-style-type: none"> Include high-impact actions for each grade level designed by grade-level teams with parents. |
| The Parent's Role | 2 Describe specific ways parents will be responsible for supporting their children's learning. | Yes <input type="checkbox"/> No <input type="checkbox"/> | 1118(d);1118(d)(1) ESEA 1116(d); 1116(d)(1) ESSA | <ul style="list-style-type: none"> Connect activities for families to what students are doing in class. |
| | Provide information and actions specific to each grade level, tied to the school improvement plan. | Yes <input type="checkbox"/> No <input type="checkbox"/> | This is considered a best practice and is not required under Title I law. | <ul style="list-style-type: none"> Include high-impact actions for each grade level or at least primary and elementary grade levels, designed by grade-level teams with parents. |
| The Student's Role | 3 Describe specific ways students will be responsible for their learning. | Yes <input type="checkbox"/> No <input type="checkbox"/> | 1118(d) ESEA 1116(d) ESSA | <ul style="list-style-type: none"> Connect activities for students to what they are doing in class. |
| | Provide information and actions specific to each grade level. | Yes <input type="checkbox"/> No <input type="checkbox"/> | This is considered a best practice and is not required under Title I law. | <ul style="list-style-type: none"> Include high-impact actions for each grade level or at least primary and elementary grade levels, designed by grade-level teams with parents. |



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| | | | | |
|------------------------------------|--|---|---|--|
| Activities to Develop Partnerships | <p>4 Describe school activities to build partnerships with parents, including chances for parents to volunteer, take part in, and observe classroom activities, and communicate with teachers.</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> | <p>1118(d); 1118(d)(2)(C) ESEA</p> <p>1116(d); 1116(d)(2)(C) ESSA</p> | <ul style="list-style-type: none"> • Provide both parents and teachers opportunities to develop skills for working together (for example, schedule literacy conversations, demonstration lessons, class meetings, workshops; publicize volunteer and leadership opportunities). • Offer activities based on identified parent needs. • Offer meetings at different days and times. |
| Jointly Developed | <p>5 Describe how parents and family members are involved in developing and revising the compact.</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> | <p>1118(d); 1118(f) ESEA</p> <p>1116(d); 1116(f) ESSA</p> | <ul style="list-style-type: none"> • Provide resources to cover costs for parents to take part, such as child care and transportation. • Give specifics about how parents are involved (for example, parents participate on data teams that meet to update the compact; annual review by the school governance council, which includes parents). • Schedule meetings at accessible locations and at different days and times. |
| Communicate About Student Progress | <p>6 Ensure regular two-way meaningful communication between family members and school staff throughout the school year, so that parents are kept up-to-date on their students' progress and get regular tips on home learning.</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> | <p>1118(d)(1); 1118(d)(2)(A and B) ESEA</p> <p>1116(d)(1); 1116(d)(2)(A-C) ESSA</p> | <ul style="list-style-type: none"> • Include parent-teacher conferences at least once a year, at which the compact will be discussed. • Include follow-up steps to support parents and students. • Consult with parents on communication strategies that work best for them. • Make communication do-able and user-friendly. |
| Format and Language | <p>7 Communicate information using family friendly language and format.</p> | <p>Yes <input type="checkbox"/> No <input type="checkbox"/></p> | <p>1118(f) ESEA</p> <p>1116(f) ESEA</p> | <ul style="list-style-type: none"> • Work with parents to identify and eliminate unnecessary jargon and negative language. • Engage parents/staff with design skills to create an attractive final product. • Translate the compact and other communication into families' first languages. |

Numbers correspond to sections in the "Sample Planning Tool." Adapted by the Title I Policy and Program Guidance Office, California Department of Education, with permission from the Connecticut State Department of Education. 2016. *Building Powerful Partnerships with Families: Transforming Your Old Title I School-Parent Compacts into Effective Action Plans. Tool #7C: Guide to Quality-Title I Requirements and Quality Indicators.* Available at <http://www.ctschoolparentcompact.org>



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

Attachment E

Title I School-Parent Compact Template (brochure structure)

| School-Parent Compact for Achievement | |
|--|---|
| Cover | |
| 4 Activities to Build Partnerships If you would like to <i>volunteer, participate in, and/or observe a classroom...</i> Consider how teachers will help parents learn what to do to help at home. | 6 Communication about Student Learning Our school is committed to regular two-way communication with families about their children's learning. Some of the ways parents and teachers communicate all year are: • |
| What is a School-Parent Compact? A <i>School-Parent Compact for Achievement</i> is an agreement that parents, students and teachers develop together. It explains how parents and teachers will work together to make sure all our students reach or exceed grade-level standards. Effective compacts: <ul style="list-style-type: none">• Link to goals of the school improvement plan• Focus on student learning skills• Describe how teachers will help students develop those skills using high-quality curriculum and effective instruction in a supportive learning environment• Share strategies parents can use at home• Explain how teachers and parents will communicate about student progress• Describe opportunities for parents to volunteer, observe, and participate in the classroom | 5 Jointly Developed |

School-Parent Compact



Title I School-Parent Compact Template (brochure structure)

MEM-6750.3
Office of the Superintendent



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

Attachment F1

(School Letterhead) Targeted Assistance School

Date: _____

Dear Parent/Guardian,

_____ (name of school) is a Title I targeted assistance school. As a result, the school receives resources from the state and federal governments that enable us to provide supplemental instructional services to identified at-risk students in language arts and mathematics.

A comprehensive needs assessment and an analysis of the student achievement data were conducted to develop a *Single Plan for Student Achievement*. This was completed through the collaborative efforts of staff and parents. The plan includes strategies to raise the academic achievement of identified Title I students.

The following services are available from the school's Title I site-based resources to assist your child (examples are listed below):

- paraprofessionals
- teacher coaching
- additional support staff (nurse, etc.)
- computers
- tutoring

Please attend the annual Title I meeting to be held on _____ to learn more about the school's programs.

Location: _____

Time: _____

If you are unable to attend the annual Title I meeting or if there are questions or concerns regarding your child's participation in the program, please contact the school's office at _____.

Sincerely,

Principal



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

Attachment F2

(Membrete) Escuela con Ayuda Específica

Fecha: _____

Estimado padre/tutor legal:

(Nombre de la Escuela) es una escuela Título I con el programa de ayuda específica. A resultado, la escuela recibe recursos del gobierno federal y estatal que nos permite proveer servicios suplementarios de instrucción a estudiantes identificados como en riesgo académico en lengua y literatura en inglés y en matemáticas.

Se realizó una evaluación y un análisis integrales de las necesidades en base a los datos de rendimiento estudiantil para desarrollar el *Plan Único para el Rendimiento Académico Estudiantil*. Esto se realizó por el personal y los padres mediante esfuerzos colaborativos. El plan incluye estrategias para elevar el rendimiento académico de los estudiantes identificados para el programa de Título I.

Los siguientes servicios escolares están disponibles como recursos del Programa Título I para ayudar a su hijo (se enumeran ejemplos a continuación):

- personal docente auxiliar
- asesoría para maestros
- personal adicional de apoyo (enfermera, etc.)
- computadoras
- tutoría

Por favor asista a la reunión anual de Título I que se llevará a cabo el _____ para aprender más acerca de los programas escolares.

Ubicación: _____

Hora: _____

Si no le es posible asistir a la reunión anual de Título I o si tiene preguntas o preocupaciones sobre la participación de su hijo en el programa, favor de entrar en contacto con la oficina escolar al _____.

Atentamente,

Director/a Escolar



LOS ANGELES UNIFIED SCHOOL DISTRICT MEMORANDUM

Attachment G1

(School Letterhead) Schoolwide Program

Date: _____

Dear Parent/Guardian,

_____ (name of school) has been authorized by the California Department of Education to operate a Title I Schoolwide Program. As a result, the school receives resources from the state and federal governments that enable us to upgrade the entire educational program in order to help all students meet the challenging state standards.

A comprehensive needs assessment and an analysis of the student achievement data were conducted to develop a *Single Plan for Student Achievement*. This was completed through the collaborative efforts of staff and parents. The schoolwide program includes strategies to raise the academic achievement of all students.

The following services are available from the school's Title I site-based resources to assist your child (examples are listed below):

- paraprofessionals
- teacher coaching
- additional support staff (nurse, etc.)
- computers
- tutoring

Please attend the annual Title I meeting to be held on _____ to learn more about the school's programs.

Location: _____

Time: _____

If you are unable to attend the annual Title I meeting or if there are questions or concerns regarding your child's participation in the program, please contact the school's office at _____.

Sincerely,

Principal



LOS ANGELES UNIFIED SCHOOL DISTRICT

MEMORANDUM

Attachment G2

(Membrete) Escuela para Programa Aplicable a Toda la Escuela

Fecha: _____

Estimado padre/tutor legal:

_____ (Nombre de la Escuela) ha sido autorizado por la Secretaría de Educación del Estado de California para que lleve a cabo el funcionamiento de un Programa de Título I Aplicable a Toda la Escuela. A resultado, la escuela recibe recursos del gobierno federal y estatal que nos permite actualizar todo el programa escolar para ayudar a que todos los estudiantes cumplan con los exigentes estándares estatales.

Se realizó una evaluación y un análisis integrales de las necesidades en base a los datos de rendimiento estudiantil para desarrollar el *Plan Único para el Rendimiento Académico Estudiantil*. Esto se realizó por el personal y los padres mediante esfuerzos colaborativos. El Programa Aplicable a Toda la Escuela incluye estrategias para elevar el rendimiento académico de los estudiantes de todos los estudiantes.

Los siguientes servicios escolares están disponibles como recursos del Programa Título I para ayudar a su hijo (se enumeran ejemplos a continuación):

- personal docente auxiliar
- asesoría para maestros
- personal adicional de apoyo (enfermera, etc.)
- computadoras
- tutoría

Por favor asista a la reunión anual de Título I que se llevará a cabo el _____ para aprender más acerca de los programas escolares.

Ubicación: _____

Hora: _____

Si no le es posible asistir a la reunión anual de Título I o si tiene preguntas o preocupaciones sobre la participación de su hijo en el programa, favor de entrar en contacto con la oficina escolar al _____.

Atentamente,

Director/a Escolar