OFFICE OF PARENT AND COMMUNITY SERVICES

Mr. Antonio Plascencia, Jr., Interim Administrator
Ms. Diane Panossian, Director
Coordination and Responsibilities

- Parent & Family Center Modernization Program
- District Volunteer Program
- Study Groups (Title I, LCAP, ELAC, African American)
- School Site Council Training
- Policy & Program Development
- Strategic Planning
ELEMENTARY AND SECONDARY EDUCATION ACT (ESEA) OF 1965 ADOPTED TITLE I

When President Johnson sent the bill to Congress, he urged that the country, “declare a national goal of full educational opportunity.”
Opportunity ⟷ Equally doesn't mean ⟷ Equity
1965 ⟷ 2019
“We have 50 years of research showing that what families do matters. Whether it’s loving school, college access, good attendance, or academic success, family engagement has positive correlations with all sorts of indicators.” — Dr. Karen Mapp
TITLE I FAMILY ENGAGEMENT IS A SCHOOL'S FOUNDATION TO ACCELERATING STUDENT ACHIEVEMENT OUTCOMES

Pillars of a Public School
- Teaching, Learning & Leadership
- School Safety
- Enrichment & Integrated Services
- School Personnel

Foundation: Family Engagement
SCHOOL-LEVEL FEDERAL & STATE FAMILY ENGAGEMENT
Education Code Section 51100

Legislative Findings and Declarations

- Parent and Family engagement creates a healthy system of public education.
- Research indicates that parent and family involvement results in improved student achievement and high academic performance.
- All participants in the education process benefit from establishing equal parent and family partnerships with schools to support pupil learning.
- Family and school collaborative efforts at all grade levels are most effective when parents and families are involved.
SCHOOL-LEVEL FAMILY ENGAGEMENT

Rights of parents and guardians to information:
Mutually supportive partnership between parents and educators

- Observe the classroom
- Meet with their child's teacher or teachers and the principal
- Volunteer
- Receive notification on a timely basis if their child is absent
- Receive State test results
- Have school choice
- Have a safe and supportive learning environment
**SCHOOL-LEVEL INVOLVEMENT: SCHOOL SITE COUNCIL (SSC)**

<table>
<thead>
<tr>
<th><strong>Education Code Section 65000</strong></th>
<th><strong>Education Code Section 64001(a)</strong></th>
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<td>Every school with a County District School (CDS) code assigned by the California Department of Education (CDE) shall establish a <strong>School Site Council (SSC)</strong> as the decision-making council for all programs funded through the Consolidated Application (ConApp).</td>
<td>Requires districts receiving federal, state and other applicable funding, through the ConApp process, to ensure that participating schools prepare a <strong>School Plan for Student Achievement (SPSA)</strong>.</td>
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SCHOOL SITE COUNCIL (SSC) RESPONSIBILITIES

- Develop, review and adopt the School Plan for Student Achievement (SPSA)
- Consider ELAC recommendations and respond in writing
- Review school data to support decision-making for SPSA
- Ensure that all Federal parent and family engagement mandates are met
  - School-level Title I Parent and Family Engagement Policy
  - Title I School-Parent Compact
  - Title I Parent and Family Engagement Budget
- Develop the Integrated Safe School Plan
- Engage families in open forums regarding school concerns and activities
*All members must be elected by their peers, except the principal or his/her designee, who is the only automatic member.
* All members must be elected by their peers, except the principal or his/her designee, who is the only automatic member.
### SCHOOL-LEVEL INVOLVEMENT: ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

<table>
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<tr>
<th>Education Code 52176</th>
<th>Further Clarification in Bulletin 6745.2</th>
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<td>▪ All schools with 21 or more English learner (EL) students, not including Reclassified Fluent English Proficient (RFEP) students, are required to establish an English Learner Advisory Committee (ELAC).</td>
<td>▪ Schools are required to form the ELAC at any time during the school year when the number of identified EL students reaches 21 or more.</td>
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<td>▪ All parents with students attending the school are eligible and should be encouraged to participate. The principal must ensure that ELAC members receive appropriate training.</td>
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ENGLISH LEARNER ADVISORY COMMITTEE (ELAC)

- Provide written recommendations to the SSC regarding EL students
- Advise on the development of the SPSA for English Learners and Standard English Learners
- Advise and inform parents on the District’s student attendance policy
- Provide updates related to the District’s 2018 Master Plan
- Identify and address the linguistic and academic needs of EL students
- Assist in the development of training and support for parents
ENGLISH LEARNER ADVISORY COMMITTEE (ELAC) STAKEHOLDERS

- Committee composition based on the number of EL students in a school.
- Parents and legal guardians of EL students, not employed by LAUSD, must constitute at least 51% of the total membership of the ELAC.
- Parents and legal guardians may participate on the ELAC as parents of EL students for up to four years after their children have been reclassified to RFEP.

- Other ELAC members may include:
  - Parents and legal guardians of non-EL students,
  - Parents and legal guardians of Standard English Learner students,
  - LAUSD employees at the school, secondary students, community members, representatives from community-based organizations that are actively involved in the school, and PTA/PTSA/PTO Booster Club members.
SCHOOL-LEVEL TITLE I
PARENT AND FAMILY ENGAGEMENT POLICY

95th Street Elementary School

Includes details for:

- School Communication Plan with families
- Partnership between the school, families, and students and shared responsibilities for high academic achievement
- How schools build the capacity of parents to partner with the school
- How schools provide resources to migrant families, parents with special needs and English Learner parents
School Experience Survey & Parent Results

“My school provides resources to help me support my child’s education.”

At least 4 academic workshops annually
In January 2019, the LAUSD Board of Education supported a revision of the Volunteer Policy, outlined in Bulletin 6746.2, which more clearly defined the health and safety requirements for volunteers.

Bulletin 6746.2 established a tiered system for volunteers, based upon the amount of time they spend in direct contact with students and the duties they perform.

**Tier I: On-Demand Volunteers and Single Event Volunteers**
- Requirements: paper application, signed Volunteer Commitment form, CA Megan’s Law website clearance

**Tier II: Classroom, Room Parent, Campus, Parent and Family Center, Office, and Field Trip Volunteers**
- Requirements: online application, signed Volunteer Commitment form, CA Megan’s Law website clearance, TB clearance

**Tier III: Overnight Field Trip, One-on-One Tutor, Cafeteria, and Student Activities Volunteers**
- Requirements: online application, signed Volunteer Commitment form, CA Megan’s Law website clearance, TB clearance, fingerprint clearance
LOCAL DISTRICT PARENT AND FAMILY ENGAGEMENT

Study Groups
- Title I Study Group
- LCAP Study Group
- English Learner Study Group
- African American Study Group (LD Northwest and LD West)

School Site Support
- Parent & Family Center Staff Training
- School Site Professional Development
- Monitoring Compliance:
  - School Site Council
  - English Learner Advisory Committee
- Supporting Family Needs
Under the *Every Student Succeeds Act* (ESSA), section 1116 outlines the requirement for Title I Parent and Family Engagement.

Each District must write a Title I Parent and Family Engagement Policy.

- The Title I Parent and Family Engagement Policy outlines what school districts and schools are required to do.
- **Mandate A** requires that the District involve parents and family members in jointly developing the Local Educational Agency Plan.
LA UNIFIED DISTRICT-LEVEL TITLE I
PARENT & FAMILY ENGAGEMENT POLICY HIGHLIGHTS

Summary:

- **Mandate A:** Jointly develop the Local Educational Agency Plan, known in California as the LCAP Federal Addendum, and in developing the schools' School Plan for Student Achievement (SPSA)

- **Mandate B:** Build the capacity of schools in planning and implementing effective parent and family involvement activities

- **Mandate C:** Coordinate and integrate parent and family engagement strategies across programs and offices
Summary:

- **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, including identifying barriers, parent needs and successful strategies.

- **Mandate E:** Use the findings under Mandate D to design evidence-based strategies for more effective parent engagement and to revise the policy.

- **Mandate F:** Involve parents in the activities of the schools.
The Title I Parent and Family Engagement Section addresses the provisions under the Every Student Succeeds Act (ESSA) and supports the District’s goal of obtaining 100% Graduation for all students.
STRATEGIES:

- **Collaboration** - LAUSD will involve and collaborate with parents as leaders
- **Communication** - LAUSD will establish multiple modes of communication between families and school and District staff to address families’ diverse needs and interests
- **Capacity Building** - LAUSD will build the capacity of both parents and school and District staff to partner with one another to support student academic achievement
- COMMUNITY ADVISORY COMMITTEE (CAC)
- DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC)
- PARENT ADVISORY COMMITTEE (PAC)
COMMUNITY ADVISORY COMMITTEE (CAC) 

AUTHORITY AND DUTIES

- The CA Ed Code, sections 56190 through 56194, establishes the CAC.

- The CAC advises the Board of Education, Superintendent of LAUSD, and Division of Special Education staff regarding the development, amendment, and review of the Special Education Local Plan Area (SELPA) local plan.
The CAC has 32 representatives and 10 alternates.

The CA Ed Code, section 56193, provides guidance on the member categories which must be represented.
The California Education Code, sections 62002.5 and 52176, and the CA Code of Regulations, section 11308, requires the establishment of a District English Learner Advisory Committee (DELAC) for districts with at least 50 or more English Learners.
DISTRICT ENGLISH LEARNER ADVISORY COMMITTEE (DELAC) DUTIES

1. The DELAC shall advise on at least the following tasks:
   - Development of a District Master Plan for education programs and services for English learners.
   - Conducting of a Districtwide needs assessment on a school-by-school basis.
   - Development of a plan to ensure compliance with any applicable teacher and/instructional aide requirements.

2. The DELAC shall review and comment on the development or annual update of the Local Control and Accountability Plan (LCAP).

3. The DELAC shall review and advise on the development of the Consolidated Application (Con App).
The DELAC will have a total of 48 English Learner parent representatives and 24 alternates representing each of the 6 Local Districts.

The parents of English Learner students will elect the 8 representatives and 4 alternates per Local District.
California Education Code sections 52060-52063, requires the establishment of a district-wide Parent Advisory Committee (PAC) to provide review of and comment on the Local Control and Accountability Plan (LCAP) before its adoption annually. The Superintendent is required to respond to the comments in writing.
PAC COMPOSITION

The PAC is composed of **55** elected members and **24** alternates from these groups:

- **12** Parents/guardians of students that participate in the *Free and Reduced Price Meal Program*
- **12** Parents/guardians of students identified as *English Learners*
- **12** Parents/guardians of students enrolled at schools (*Parents At-Large*)
- **12** Parents/guardians or agencies serving *Foster Youth* students
- **7** LAUSD *Board* of Education District *Parent Representatives*
Resolution in Support of Parents as Equal Partners in the Education of Their Children

Parent and Family Center Resolution and Bond Resolution Project
Los Angeles Unified School District
Parents as Equal Partners in the Education of Their Children

Final Report
March 10, 2011
RESOLUTION IN SUPPORT OF PARENTS AS EQUAL PARTNERS IN THE EDUCATION OF THEIR CHILDREN (2010)

- District's Parents' Bill of Rights and Responsibilities
- Core Parent and Family Center Resource Curriculum and Accountability Matrix
- Framework and Delivery Models for Family & Parent Centers
- Implementation of District Family Support Networks
550 Parent & Family Centers at the Los Angeles Unified

- 279 approved to be renovated with bond funding
- This is 50.7% of Parent & Family Centers at the Los Angeles Unified
- Phase 7 applications closed in October
- Centers include: Furniture, software, and hardware
CONCLUSION

Important Dates:

- **LOCAL DISTRICT SCHOOL SITE COUNCIL TRAININGS**
  October-November 2019

- **LAUSD SCHOOL EXPERIENCE SURVEY**
  Oct. 28 through Dec. 6th

- **UNIFIED ENROLLMENT – SCHOOL CHOICE WINDOW**
  October 1 - Nov. 15th – [https://goto.lausd.net](https://goto.lausd.net)

- **PCS WEBSITE** @ [https://achieve.lausd.net/pcss](https://achieve.lausd.net/pcss)