



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.