

Transfigurations of Parent Involvement That Work For 21st Century

Appendix 1

Role of Council Of Parents

REVIEW SARC

Review and comment on school SARCs at the same time that the Mayor's council does.

BUDGET

Ability to review and have a full accounting for the Title 1 budget of each school, each mini-district, and of LAUSD as whole.

GUIDE AND OVERSEE PARENT CENTER AND PARENT TRAINING

Set the policies for the school-based parent centers and parent training programs. HEAR

CONCERNS OF PARENTS

- Organize regular public forums.
- Gather information through parent surveys.
- Report to the Council of Mayors and School Board on a regular basis.

Create the Council of Parents (Required)

- Each School chooses a liaison to the parent council;
- Each mini-district chooses two of these liaisons to serve as members of the Parent Council (Total 16 members for LAUSD);
- Parent Council members.

Nowhere in the six keys by Joyce Epstein did she ever mention a role for the District level. Every school is under the District or Local Education Agency and the district plays a major role in the accountability and policies that govern the schools and effect parent's rights.

Review and Evaluate Work of Parent Centers and Parent Training Programs

Parents can be powerful stakeholders of changes-and reform in our public schools. In regions across the country, parents who are stereotyped by race, economic status, or language, are leading pioneers to improve school accountability and demanding quality education for all students.

We believe that significant reform can happen in California:

- when parents are genuinely engaged in their children's education;
- when a support structure for parent involvement is developed and strengthened.

Require that a Parent Center be the Hub for all School Sites

Three Levels of Parent Structures for 21st Century Parent Centers

1. Building Local Parent Capacity:

- Help parents navigate the school system
- Provide parent counseling
- Support individual and collective parent efforts to address issues and improve conditions on their campuses
- Provide parents with training on leadership and governance skills.

2. Parent Space

- Provide space for parent organizations to share ideas/strategies
- Provide advanced training to engage parents in advocacy
- Conduct independent analysis of policies affecting children
- Provide forum for groups to express their concerns/issues

3. Parent Center As Hub For School Site

- Act as information clearinghouse
- Refer parents to social service agencies
- Research availability of data for parents
- Provide information to parents and community members

Appendix 2

The following recommendations outline a comprehensive approach to parent engagement with the potential of making a significant impact to increase academic achievement and provide more equity and access to quality education in California. The following represents our vision and objectives to implement the best practices that would work in our California schools:

Recommendation # 1 (Required)-- Promote and improve parent engagement training so that parents are meaningfully involved in the education of their children at home, in their schools and in their communities.

As highlighted above, because of numerous structural and personal barriers, many parents are prevented from being involved in their children's education. What are needed are strength, encouragement and recognition for all parents. This must go hand-in-hand with advocacy training and engagement opportunities.

Parent engagement and training includes, but is not limited to, helping their children with homework and help raise funds for the school. The continuum of parent training includes: 1) guiding their children's education beyond high school to universities; 2) volunteering in the classroom and the schools; 3) playing a role in authentic decision-making for the school;

Recommendation # 2 (Required)-- Build and Support Independent Parent Engagement Structures.

While PTAs often do play important roles in supporting the school programs and administration, they are often not able to address the needs and concerns of many parents. Some schools are forming their own parent booster clubs to support schools events.

Recommendation# 3--Providing Leadership Training is another key role for parent center. It is often repeated in parent circles that school and district staff are following district directives and have vested interests in preserving the status quo rather than in training parent leaders to become advocates for their children...

The trainings need to be provided to all parents in a friendly environment and be culturally friendly. Leadership training topics may include:

- Training on how to volunteer in their school, how to navigate the school system, and how to advocate for the benefit of children;
- Training on parental responsibilities, such as information on how to help your child with homework, how to participate in a parent teacher conference, and knowing the "A-G" requirements;
- Training about parental and students' rights so that they can be advocates for their children.
- Training on how to collect, analyze and use data about their schools for effective advocacy;
- Training on School Budget, Advisory Committees, School Councils, and Leadership Team to be equal partners as decision-making on campus;

Recommendation # 4 (Required)--Parent Liaison will serve as connective function linking parents to community resources. This position should be full a time job, and not a three-hour position. (Required)

The parent liaison center will also provide direct services to parents. Also the parent center will act as a resource to help meet the needs of the whole child and the whole family. Parents will receive referrals to local independent agencies in their area for assistance with school and education-related issues, and referrals to agencies for social services, health and other needs.

Recommendation # 5(Required)-- Parent Center will serve a research function for parents and community members.

One on-going challenge parent's face is the lack of accessible and user-friendly data on student achievement, school conditions or staffing, and other key issues. The center could assess the availability of this information and make recommendations on ways to improve the availability of data to parents. The center could also disseminate data regarding the school site and district.

Recommendation # 6 (Required)--The parent center can help build the capacity of parents for the school.

Parents could go to the resource center when they need to find specific information to help meet their needs, or to learn about other parent engagement models or strategies.

Appendix 3 Parent Report Card

Objective

To provide the content of a parent-generated School Report Card (*Parent School Report Card*) to promote community-based accountability in the Los Angeles Public Schools. (Required)

3.0 Responsibility

The Parent/Community Evaluation Group

LAUSD Parent Collaborative will create a district level committee of parents and community members to train parents and evaluate the new Parent/Community Evaluation Group process. This trained group of parents will assist the parents at the various schools in initiating the research group process-

Parents of students currently attending the school, and community members who volunteer at the school for a minimum of 15-20 hours/week are eligible to participate on the Parent/Community Evaluation Group.

The Parent/Community Evaluation Group will be responsible for:

- Prioritizing the issues to be evaluated by the Parent/Community Evaluation Group during the coming year;
- Using this list of priorities to conduct an annual evaluation of school programs to develop the parent-generated School Report Card;
- Ensuring that the parent-generated Report Card is disseminated to all families of students currently attending the school, parents considering sending their children to the school, and the greater school community;
- Facilitating school community meetings to educate parents on the parent-generated Report Card, and the process of collecting this information;
- Recruiting and training new members for next year's Parent/Community Evaluation Group.

4.0 Procedures

The parent-generated School Report Card is designed to engage parents in the NCLB and California School Accountability Report Card process established by the Los Angeles County Unified School District schools and to establish guidelines for their engagement.

5.0 Statement of Principles (Required)

Parents have the right to send their children to schools that are safe and caring. Schools where:

- The principal and other administrators, teachers and other school staff are committed to providing a quality education to all students;
- Classrooms are staffed by permanent, highly qualified teachers who teach to a curriculum based on the standards and guidelines established by the California Department of Education and the LAUSD;
- All students receive State-Adopted textbooks in good condition in all core subjects;
- The counseling staffing is adequate to meet the needs of the student body;
- The principal is accessible to parents, and provides effective leadership to the school community;
- The principal and all staff views parents as partners in their children's education, and encourage their involvement in educational decision-making;
- Parents are encouraged to observe classes and other services offered by the school, including the type and quality of food served to students, the condition of text books and other teaching materials, the condition of school facilities, the quality of the tutoring services and after school programs, and other services identified by the parent community;
- The principal and staff assist the Parent/Community Evaluation Group in collecting and evaluating school-related data that help parents understand the conditions in the school;
- The principal and other school staff assist the Parent/Community Evaluation Group in reporting their findings to official and other interested parent groups, local school districts, county and state boards of education.

6.0 Parent Community Accountability Procedures

When conducting research, the Parent/Community Evaluation Group will make every effort to minimize disruption to school routines. Parents are expected to report to the main school office prior to commencing to observe classes and other school activities, and collect data. This will permit the principal (or appropriate vice-principal) to greet the parent group, and facilitate the data collection process.

Before starting their investigation, parents will:

- Provide identification to the principal or principal's designee;
- Explain the purpose of the visit; and
- Provide a written overview of the school campus location where data will be collected.

The parents on the Parent/Community Evaluation Group will engage in a research process that includes:

- Identifying the concerns of the larger parent community;
- Prioritizing these concerns to identify the issues the Parent/Community Evaluation Group will study over the next school year;
- Analyzing the findings;
- Developing a Parent School Report Card to present the findings of their research;
- Conducting workshops and a media campaign to introduce the Parent School Report Card to local parent groups, school staff and school committees (e.g., School Site Council,

English-Language Learners Advisory Council, District Advisory Council, etc.), the local school district and the board of education.

Parents will use the information in the parent-generated School Report Card to work with the local school staff and school district to engage in a problem-solving process that effectively creates a process of progressive reduction of current identified issues.

7.0 School Responsibility

It is the responsibility of the local school district to ensure that parent community groups are welcomed and provided with reasonable accommodations to collect data about school facilities, participate in classroom observations and conduct parent surveys. Appropriate assistance includes: (Required)

- Meeting space for parent community groups;
- Ensuring that appropriate staff are accessible to meet with the Parent/Community Evaluation Group, to assist in the collection of data and information, and the interpretation of existing school data and reports;
- Inviting the Parent/Community Evaluation Group to participate in all data collection efforts;
- Providing space in teacher professional development meetings for the Parent/Community Evaluation Group to share their findings on school conditions; and
- Involving the Parent/Community Evaluation Group and other parents in problem solving on school issues.

The school will also be responsible for posting the Parent Report Cards in the entry of every school and the principal's office, and including it with the "back to school" flyer, the announcement advising parents of their right to enroll their children in tutoring, and the school compact.

Appendix 4 Parent Report Card Design

	Services	Cleanness	
1.Cafeteria	A B C D F	A B C D F	

Category	Need repairs	Clean	Maintenance updated
2. Facility	A B C D F	A B C D F	A B C D F

Category	Accessible	Friendly	Outreach to parents/student	Available
3. Counselor	A B C D F	A B C D F	A B C D F	A B C D F

Category	Friendly/ Environment	Intervention/ Prevention programs available	Encourage parent involvement	Every child is provided a Safe enviroment.
4. School	A B C D F	A B C D F	A B C D F	A B C D F

Category	Effective leadership	Accessible to parents/students	Open door policy	Approachable
5. Principal	A B C D F	A B C D F	A B C D F	A B C D F

Category	Classroom textbook	Textbook to take home	Textbook in need of repair
6. Textbook available	A B C D F	A B C D F	A B C D F

Category	Provide services to families	Respect Parents/students	Accessible
7. School staff	A B C D F	A B C D F	A B C D 5F

A= Excellent, School always ... B= Good,
 C= Sufficient, but school seldom... D=. Needs Improvement
 F= Unacceptable

Assessment to measures for Implementation and Accountability: We would like to see a provision that says that schools will be assessed on how well they achieve each of these goals. This assessment could draw on a Parent Community Evaluator data and assign Independent Monitor assigned to Parent Task Force.

Appendix 5

Parent Report Card Rubric Assessment

Parent Report Card Rubric
By Mary Johnson, Parent Collaborative Chairperson

Cafeteria Rubric

5. Exemplary level of Implementation
 - Every thing is in order with no repair or improvement needed.
 - Inside and outside Food area of Cafeteria have no Trash present
 - All tables in eating areas are spotless
 - Numerous windows open to serve students lunches
 - Enough cafeteria staffs to serve student in timely manner.
 - Exemplary groom staff
 - Food preparation area spotless
 - Good food handling practices
4. Fully functioning and operational level of implementation
 - Everything in order, but need little improvement in services or customer service
 - Inside cafeteria and outside food areas have little amount of trash present.
 - All tables in eating areas are clean/spotless
 - Ample windows open to serve students lunches
 - Above average groom staff
 - Food preparation area above average clean
 - Adequate food handling practices
3. Average functioning and operational level
 - Everything in order by Standards needs minimum repairs and improvement.
 - Inside and outside food areas trashes found in both areas.
 - Majority of tables in the eating areas is clean
 - Enough of window open to serve students lunches
 - Average groom staff
 - Food preparation area acceptable
 - Minimally acceptable food handling practices
2. Partial functioning and operational level
 - Something are In order a little below standard
 - Inside and outside food areas majority of food is dirty.
 - Very few windows are open to serve students lunches
 - Some tables in both area inside and outside of cafeteria are clean
 - Gloves not use property
 - Poor grooming staff
 - Poor food handling practices
1. Low or no evidence of functional and operational level
 - Not coming up to standards in either area of services and cleanliness
 - Inside and outside food areas found filthy
 - Hardly no window are open to serve students lunches
 - No tables in both area inside and outside of cafeteria are clean
 - No hairnet or gloves
 - Poor groom staff
 - Unacceptable food handling practices

Facility Rubric

5. Exemplary level of Implementation
 - Classrooms are in excellent condition
 - School ground equipment are in excellent condition
 - No visible health or safety condition inside of classroom or on school ground
 - No visible health and safety threat to students, teachers and staff safety
 - No visible observation of structure damages
 - No safety report on files at school site
4. Fully functioning and operational level of implementation
 - Classrooms are in above average condition with central heating system, and lighting.
 - School ground equipments are in Above average working condition
 - Few visible health or safety condition inside of classroom or on school ground
 - No visible health and safety threat to students, teachers and staff
 - Few teachers safety report on file at school Site
3. Average functioning and operational level
 - Meeting minimum requirement of William settlement
 - School ground equipment are in working condition
 - Some Visible health and safety threat to students, teachers and staff
 - Several teachers safety report on file at school site
 - Some visible health or safety condition inside of classrooms or on school ground
2. Partial functioning and operational level
 - Fall below William Settlement Standard
 - Majority of school equipments are missing parts for operational function
 - Visible health and safety condition, loose wiring, structure damages, missing tiles, lack of heating or air condition.
 - Visible sign of rodents and mildew
 - Very few working water fountain, toilets.
 - Many teachers safety report on file at school site
1. Low or no evidence of functional and operational level
 - Far below William Settlement Standard
 - Classroom are in poor condition
 - Facilities are in unusable condition
 - Poor condition exist that cause threat to students, teachers and staff health and safety.

Textbook Rubric

5. Exemplary level of Implementation
 - All students have a set of textbook for classroom and home
 - All student have textbook for after school homework
 - Other Instructional material are excellent condition
 - All Students textbook are in excellent condition.
4. Fully functioning and operational level of implementation
 - Majority of students have a set of textbook for classroom
 - Majority of students have a set of textbook to take home
 - Majority of students have textbook for after school homework
 - Other Instructional material are in above average Condition
 - Majority of students textbook are in above average condition

3. Average functioning and operational level
 - Meet William Settlement Minimum Standard
 - Students have a set of textbook for classroom
 - Other instruction material are in average condition
 - Textbook are in average condition
2. Partial functioning and operational level
 - Fall below William Settlement Standard
 - Some Students have set of textbook for classroom
 - Other Instruction material are in below average condition
 - Many textbook are in below standard in poor condition
 - Few textbooks are available to students for after school homework.
1. Low or no evidence of functional and operational level
 - Students do not have required book and material to use in class.
 - Students does not have textbook to use at home
 - Students does not have textbook to us for after school homework.
 - Textbooks are in poor and unusable conditions.

Principal Leadership Rubric

- 5 Exemplary level of leadership
 - Creates a school culture that supports continuous improvement.
 - Promotes a school culture that supports ongoing team learning and improvement
 - Creates experiences for teachers to serve as instructional leaders within the school
 - Participates in professional learning to become a more effective leader.
 - Involves the faculty in planning the implementing high quality professional learning for the school
 - Articulates the intended results of school –based staff development
 - Advocates for high-quality school-based professional learning.
 - Include parents on all decision-making
 - Include and respect all stakeholders of the school as equal decision maker
 - Meet with parents and community members regarding their concern.
 - Principal to focus attention on diverse learners, special education students, English learners, African American students.
 - Regular parent meeting twice a month
- 4 Above Average level of leadership
 - Create a friendly school culture
 - Welcome a school culture that support team learning
 - Create a think tank to include instructional leaders.
 - Listen to faculty in planning the implementing high quality professional
 - Discuss and share school vision and objectives for student’s achievement with faculty and parents.
 - Advocates for resources to increase students achievement
 - Respect and include all stakeholders in decision-making.
 - Principal focus attention on diverse learners
 - Principal meeting twice a month with parents
- 3 Average level of leadership
 - Create a stability school culture
 - Develop a school culture that support team learning
 - Work collaborative with faculty in planning the implementing high quality professional
 - Include some instructional leader to participate in professional learning to become a more effective leader
 - Discuss and share school vision and objectives for student’s achievement with faculty.

- Outreach to parents only on school councils
 - Meet minimum NCLB Standard
 - Principal focus on students that fall below average on State standardize test
 - Principal meeting once a month with parents
2. Below average level of leadership
- Fall below NCLB standard
 - Inconsistent school culture
 - Lack ongoing school culture that support team learning
 - Very little collaborative with faculty and parents
 - Majority of decision are make my principal, with little input from all stakeholders.
 - Little but none visible sign of parent or community members involvement participating in decision-making.
 - Principal meeting every others month with parent
- 1 Far below Average level of leadership
- Far below NCLB Standard
 - No school culture
 - No ongoing school culture that support team learning
 - No parent Participation in decision
 - No collaboration with parents or faculty
 - No training or professional learning environment

Counselor Rubric

- 5 Exemplary level Counseling
- Schedule all students to college A-G requirement.
 - Counseling all students on careers choices.
 - All students have a checklist of A-G classes.
 - Available to students/parents before, after school and lunch period.
 - Students refer for resources outside and inside school.
 - High expectation for all students.
 - Mentor Students.
 - Promotes college-going culture.
 - Work collaborative with college advisory on campus.
 - Counselor outreach to parents on students pathway to college requirement, including financial aids,
- 4 Above Average level of Counseling
- Majority of students are program will college
 - Above average numbers of students are counsels on career choice.
 - Majority of students have a check off list of A-g classes.
 - Majority of counselors are available to meet with students/parents before, after school and lunch period.
 - High expectation for some students and medium for others.
 - Believed in college going culture.
 - Some counselors work collaborative with college advisory on campus
 - Some counseling outreach to parents on careers choices for their children. .
3. Average level of Counseling
- Some students are program with college A-G requirement.
 - Average numbers of students are counsel on careers choices.
 - Some students have check off list of A-G college requirement.
 - Some counselors are available to meet with students and parents before after school and doing lunch period.
 - Some expectation for some students and little for others.
 - Believed in college going culture
 - Some collaborative with college advisory.
 - Counselors outreach to parents doing back to school night.

- 2 Below average level of Counseling
 - Few students are program with college A-G requirement.
 - Below average numbers of students are counsels on careers choices.
 - Few students have check off list of A-G college requirement.
 - Few counselors are available to meet with students/parents before, after school and doing lunch period.
 - Little expectation for all students.
 - Little collaborative with college advisory.
1. Far below Average level of Counseling
 - Far below standard in meeting students need.
 - Very little students are program with college A-G requirement.
 - No collaborative with college advisory.
 - No high expectation for all students.
 - Few but none counselors available to meet with students/parents before, after school and lunch periods.

School Environment Rubric

5. Exemplary level schools
 - Promotes positive behaviors
 - Support safe, caring and nurturing environment for all students
 - Zero Tolerance for criminal activities, gangs, drugs, bullying.
 - Invention and prevention support for behaviors programs.
 - Safe school routes to and from school
 - Safe school zone around the school area
 - High expectation for all students and stakeholders
 - Discipline policy develop by parents, students and staff
 - All rest rooms available to students and staff
 - All rest rooms adequately stocked with toilet paper, soap and paper towels.
 - Rest rooms maintain in excellent sanitary condition.
4. Above Average School Environment
 - Promotes positive behaviors
 - Zero tolerance for Criminal activities
 - Many invention and prevention support for behaviors problems.
 - Zero tolerance for criminal activities
 - Safe school plan procedure available
 - Medium expectation for all students and stakeholders.
 - Discipline policy available, written by staff and some parent/students/
 - Majority of rest rooms available for use by students and staff.
 - Rest rooms maintain in above average sanitary condition.
 - Support caring and nurturing behaviors
 - Rest rooms is adequately stocks
- 3 Average school Environment
 - Zero Tolerance for Criminal activities
 - Some invention and prevention supporting some students with behaviors program.
 - Medium expectation for all students and stakeholders in academic and behaviors.
 - Discipline policy available, written by staff
 - Half of rest rooms available for students and staff
 - Rest room maintain in average condition.
 - Support caring and nurturing for some students and not all.
 - Rest rooms are adequately stocks.
- 2 Below average school environment
 - No school plan procedure available
 - Zero tolerance for criminal activities

- Discipline policy available written by staff
- Very few rest rooms available for students and staff
- Little expectation for Students and staff
- Rest rooms lack stock, such as soap, toilet papers
- Little but none invention and prevention supporting students with behavior problem.
- Limited support for a caring and nurturing for students and staff.

1 Far below average school environment

- No supporting caring and nurturing environment for students and staff.
- Rest rooms not in sanitary condition
- No working disciplinary policy
- Few restrooms available for students and staff
- Majority restrooms are locked.
- Restrooms are not adequate stocked.
- No authentic invention and prevention program available for behavior problem,
- No expectation for students and staff

Appendix 6 Parent Report Card Curriculum Training

Contact:

Audience: Parents

Time: 9:00 a.m. -12:00 p.m. 8 weeks

Place:

***** ~ ~

Agenda:

DATE	TIME	PRESENTER	TOPIC	
TBA	12:30 – 2:30	TBA	How to Collect Data	2hrs
TBA	9:30-11:30	TBA	How to Analyze Data	2hrs
TBA	12:30-2:30	TBA	Different Method of Collecting Data	
TBA	9:30-11:30	TBA	Developing a check off list	
TBA	12:30-2:30	TBA	Strategies/Skills for Observation	
TBA	9:30-1:30	TBA	School Observations Tour	
TBA	9:30-11:30	TBA	Create Rubric for Grading Schools	
TBA	12:20-2:30	TBA	Analyze of School Accountability (SARC)	
TBA	9:30-12:30	TBA	Create Action Plan	

Appendix 7

District Role Requirement

- a) Create Parent Task force to oversee Implementation
 - Independent Monitor assigned by Parent Task force, that report directly to Task Force
 - Funding for Independent Monitor

School compacts— is authentic role for parents and this should be required not and optional. Under NC LB section 1118 this is mandate by laws, not an optional.

School liaison. Will be trained and report to a central parent office in addition being responsible to the school site principal. (*Required*)

A-G classes for parents on how to navigate their children beyond high school to college are a MUST. (*Required*)

Parent Orientation Model (Parent Roles) Required

- a) School structures
- b) Parents/Students rights
- c) Attendance Policy
- d) Discipline Policy
- e) A-G requirement
- f) Dress Codes

Possible funding source for this model for parents is Adult School funds.

Developed by
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