

## LAUSD: Moving from Compliance to Partnership by Creating Meaningful Teacher-Family Collaboration

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## Goals for Today

1. Review changes to family engagement requirements in Every Student Succeeds Act
2. Examine current school-parent compacts in light of the new law
3. Hear about LAUSD pilot program to transform school-parent compacts into a dynamic plan for parent-teacher collaboration
4. Critique the new LAUSD compacts

## The School-Parent Compact: What Does ESSA Require?

- The compact explains:
  - ...how parents, the entire school staff, and students will **share the responsibility** for improved student academic achievement ... (ESEA Section 1118, now ESSA Section 1116)
- The compact is developed at each school, aligned with school achievement goals and specific student needs. No two should be alike!

## The School-Parent Compact

- Is jointly developed with and distributed to parents
- Describes the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment
- Describes parents' responsibilities
- Addresses ongoing communication

## Ongoing Communication

- **Regular, two-way, meaningful communication** between family members and school staff, and, to the extent practicable, **in a language that family members can understand.**
  - Parent-teacher conferences (1x year minimum)
  - Classroom visits
  - Frequent reports on student progress
  - Regular collaboration (texts, folders, chats)

## Let's Look at an Old Compact

- Take a moment to look at a typical old compact
- Does it describe how parents and teachers will share responsibility and engage in regular, two way, and meaningful communication?
- Does it describe how they will collaborate to improve student achievement?

## LAUSD Pilot Program to Revitalize School-Parent Compacts

- Back-to-School Night class meetings:
  - What will students be learning (and how the classroom is set up for that)?
  - What do parents do at home to support learning?
  - How do teachers approach the critical skills students must master?
  - What supports do parents want to reinforce the skills being taught in schools?
  - How will teachers and parents will share information and work together?

## Tools You Can Use

- Take a look:
  - PowerPoint for teachers
  - Handouts
  - Charts
- See how the information you get can be plugged right into the grade-level compact.

# Back-to-School

[Teacher name]  
[Room number]  
[Elementary School name]

[School Logo]

## Introduction Activity

## What are our major learning topics this year?

- English Language Arts
- Mathematics
- Science
- History/Social Studies
  - [Text]
  - [Text]
- Other subject
  - [Text]
  - [Text]

## How will students practice and demonstrate their learning throughout the year?

<p>Students will <u>practice</u> their learning through:</p> <ul style="list-style-type: none"> <li>• [list some examples of student practice here]</li> </ul>	<p>Students will <u>demonstrate</u> their learning through:</p> <ul style="list-style-type: none"> <li>• [list major projects, tests, etc. here]</li> </ul>
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## Learning Partnership Activity



## What Happened?

- Of 20 schools, 14 created new grade-level compacts
  - 12 held revamped Back-to-School Nights and met with parents to gather data
  - 7 schools engaged students in the process of creating the compact
- Parent Educator Coaches:
  - Meet with school staff after the summer training
  - Attended Back-to-School Night
  - Reviewed draft compacts

## Testimonials

### Initial thoughts on the School-Parent Compact pilot...

- *At the outset, I was open to the idea. I wanted the Compact to reflect our parent engagement program and build upon what we have been doing.*



Leighanne Creary,  
Principal at Wilshire  
Park Elementary  
School

### What was Back-to-School Night like this year?

- *Back-to-School Night made teachers feel more at ease. When a few parents began to share, others did too. Later, we met with the teachers to incorporate parent feedback into the Compact.*



Ana Maria Madero,  
Title I Coordinator at  
Wilshire Park  
Elementary School

## Testimonials

### The planning process with grade-level teachers...

- *We began our planning by asking these questions: As a staff, where do we want to take our students? How will we get there? How can parents help us?*
- *Teachers began to see that the Compact wasn't just a document everyone signs and puts away for the year.*



### Proactive parent engagement

- *Make instruction the focal point of parent engagement. Then, parents can say with confidence, "I know and I understand how to help my child".*

Dr. Manuel Ponce,  
Principal at Alexandria Ave.  
Elementary School

## Testimonials

### New practices implemented during Back-to-School Night

- *During Back-to-School night, we asked parents to tell us about their child. I think this showed parents that teachers are interested in knowing about families' lives.*
- *It made me more aware of and compassionate towards students who are going through difficult circumstances at home.*



Laura Moscicki,  
Kindergarten Teacher at  
Sunland Elementary  
School

## Let's look at a New Compact

- Compare the School-Parent Compact to the *Quick Guide to Quality*
- What are some things that match the Guide?
- What is missing or could be better?
- Do teacher actions match what parents are expected to do?
- Put on your parent hat: How would parents be likely to see this?

## Wrapping Up

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- Questions?



## Resources

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- See the California Department of Education Title I Parent and Family Engagement webpage at:  
<http://www.cde.ca.gov/sp/sw/t1/parentfamilyinvolve.asp>
  - The new compact sample has replaced the samples previously posted

## CA School-Parent Compact Tools

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- Tools available on the CDE website include:
  - a blank template in Word format
  - a Compact Guide to Quality
  - a few Q&As about compacts

