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

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]

Introduction Activity

What are our major learning topics this year?

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

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

Students will practice their learning through:

Students will demonstrate their learning through:

[list some examples of student practice here]

[list major projects, tests, etc. here]
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.

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.

Leighanne Creary, Principal at Wilshire Park Elementary School

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

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

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

Questions?

Resources

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

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