

The Framework for Your School District's Local Control and Accountability Plan

Summary Version

California's new Local Control Funding Formula law (LCFF) offers an historic opportunity to usher in a new era of parent and family engagement in our schools.

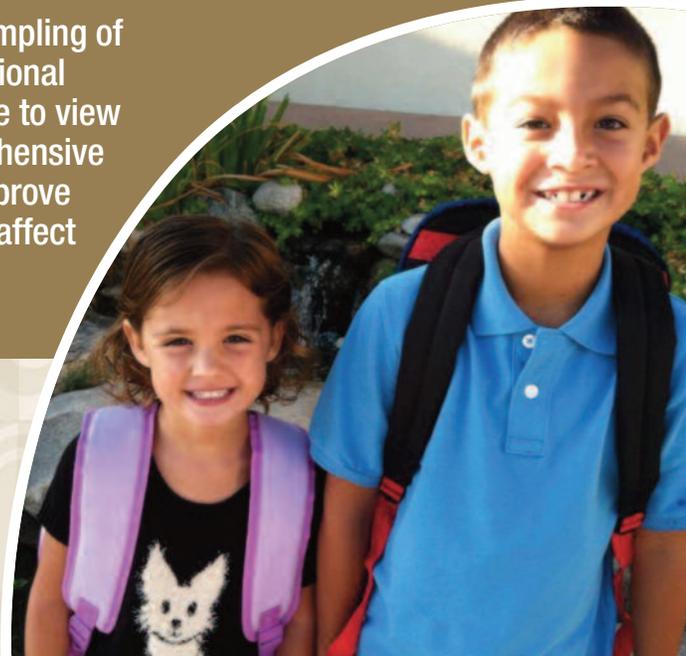
Use PTA's research-based standards and indicators as the framework to guide your local school district's goals and activities for parent and family engagement, as required by the new Local Control and Accountability Plans.

The PTA Standards are based on extensive research and were developed with the guidance and support of prominent education leaders and practitioners in the field of family involvement across the country.



Your voice matters

This summary provides the six standards and includes a sampling of indicators for each. Be sure to access the complete PTA National Standards for Family-School Partnerships Assessment Guide to view all of the helpful indicators and measurements. The comprehensive guide, available at www.capta.org, will help develop and improve your school district's programs, practices, and policies that affect family and community engagement in schools.



Ten ways to use the complete standards and assessment guide:

- To assess current family involvement practices at your school
- To develop ideas for involvement practices and activities
- To inform the development of a school improvement plan and the LCAP
- To monitor progress in reaching school improvement goals and the goals and outcomes of the LCAP
- To design professional development for staff
- To guide discussion at PTA and faculty meetings
- To conduct a school walk-through looking for evidence of implementation for each standard
- To create a survey for parents and staff
- To guide the development of school-based parent involvement policies and compacts
- To design research and evaluation studies and instruments

PTA National Standards for Family-School Partnerships At-a-Glance

STANDARD 1 – Welcoming All Families into the School Community

Families are active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what students are learning and doing in class.

STANDARD 2 – Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication and learning.

STANDARD 3 – Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development, both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

STANDARD 4 – Speaking Up for Every Child

Families are empowered to be advocates for their own and other children to ensure that students are treated fairly and have access to learning opportunities that will support their success.

STANDARD 5 – Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

STANDARD 6 – Collaborating With the Community

Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.



PARENT AND FAMILY ENGAGEMENT IS A VITAL INVESTMENT

There are no shortcuts to raising student achievement or to building successful parent engagement. Each takes an investment of time and resources and ongoing commitment by school districts, educators and parents and community partners working together.

Authentic engagement involves building a culture at every school where parents and family members feel welcomed, respected and appreciated – a culture where information is freely shared, and input is sought and genuinely considered.

LCFF AND LCAP: AN OPPORTUNITY FOR A NEW SPIRIT OF COLLABORATION

All parents want the best for their children. They want to be able to know what is going on at their children's schools, and they want to provide informed input. They want to know their input is seriously considered and helps make a positive difference.

Similarly, teachers and school administrators go into the education field because they want to positively impact lives. They want to help students succeed.

The greatest promise of the new era of family engagement in our schools is that parents, educators and elected school board members will talk more often and work together even more. The results, when we do, will be amazing for children.

View, download and share the complete PTA National Standards for Family-School Partnerships Assessment Guide at www.capta.org and www.pta.org/nationalstandards

STANDARD 1—Welcoming All Families into the School Community

Families are active participants in the life of the school and feel welcomed, valued and connected to each other, to school staff and to what students are learning and doing in class.

Creating a Welcoming Climate

When families walk into the building, do they feel the school is inviting and is a place where they “belong”?

Indicators:

- Clean and welcoming campus for families with signs clearly directing visitors to important places at the school
- Information and support provided to families and students in their home language
- Family resource center staffed with parent volunteers or school staff fluent in various languages and filled with information about the school and community
- Formal volunteer program organized by the PTA/parent group and school with a range of volunteer options for parents of all backgrounds and neighborhoods



Building A Respectful, Inclusive School Community

Do the school’s policies and programs reflect, respect and value the diversity of the families in the community?

Indicators:

- Collective responsibility, in the school community, to identify and break down barriers to family engagement to make the school more respectful and supportive
- Families and school staff affirm students’ culture and history in school resources, classroom lessons and activities to reflect the community’s diversity
- Community stakeholders work together on procedures and policies to offer events, activities, programs and academic services at no or low cost to ensure access for all families and students
- PTA/parent group leaders and school officials jointly plan family programs held at the school and in community locations at various times and days of the week to respect parents’ work schedules.

STANDARD 2—Communicating Effectively

Families and school staff engage in regular, two-way, meaningful communication about student learning.

Sharing Information Between School and Families

Does the school keep all families informed about important issues and events and make it easy for families to communicate with teachers?

Indicators:

- Families, community and school staff communicate in multiple, interactive ways and in home languages, both formally and informally
- Parent surveyed in multiple languages with results reflected in LCAPs and School Improvement Plan to guide outcomes, posted on the school website and discussed
- Principal meets regularly with parents and shares information about school-wide issues with opportunities for individual follow up
- All school families kept informed of developing concerns in the school community, on a regular basis, through a variety of communications modes in the home language.
- PTA/parent group and school jointly develop programs and activities to help parents connect with each other



STANDARD 3—Supporting Student Success

Families and school staff continuously collaborate to support students' learning and healthy development, both at home and at school, and have regular opportunities to strengthen their knowledge and skills to do so effectively.

Sharing Information About Student Progress

Do families know and understand how well their children are succeeding in school and how well the entire school is progressing?

Indicators:

- Teachers and parents communicate regularly and discuss student's individual learning styles, family cultural experiences, strengths, and academic and personal needs to develop student learning goals to support academic success at school and at home
- Teachers explain to parents throughout the year what students are learning and what good work looks like under the academic standards for the student's age and grade level
- Parents included on school or district academic standards committees and in discussing how to raise expectations and achievement for every student
- Parents informed about standardized testing and have opportunities to learn how to interpret testing data
- Principal collaborates with PTA/parent group leaders to present regular progress updates to school community on reaching academic goals and to develop strategies to support academic improvement



Supporting Learning By Engaging Families

Are families active participants in their children's learning at home and at school?

Indicators:

- PTA/parent group helps organize a database of parent and family skills, experience and backgrounds through which teachers can find resources
- Families and teachers engage in innovative ways to collaborate on classroom learning to share information about their cultures
- School and PTA/parent group plan regular family, learning events and provide resources to help parents support student learning at home
- Community stakeholders work together to develop and promote after school programs for children and families

STANDARD 4—Speaking Up for Every Child

Families are empowered to be advocates for their own and other children to ensure that students are treated fairly and have access to learning opportunities that will support their success.

Understanding How the School System Works

Do parents know how the local school and district operate and how to raise questions or concerns about school and district programs, policies and activities? Do they understand their rights and responsibilities under federal and state law as well as local ordinances and policies?

Indicators:

- School district offers workshops and resources, in home languages, for family members about school and district programs, policies and services and the skills to access them
- PTA/parent group and school collaborate to inform the school community about the role of parent involvement in the school
- PTA/parent group members help other families understand parent rights and responsibilities and how to exercise their rights under state and federal education laws
- Meetings at school and in the community organized to help families better understand students' options for extra academic support or enrichment, including Advanced Placement classes, after school and Summer Learning programs
- School staff and PTA/parent group jointly plan strategies, develop policies and provide information to help parents, teachers and students identify and resolve concerns, problems and conflicts at school

Empowering Families to Support Their Own and Other Children's Success in School

Are parents prepared to monitor students' progress and guide them toward their goals through high school graduation, postsecondary education, and a career?

Indicators:

- PTA/parent group works with principal on school policies that support parents as advocates and offer parents opportunities to learn how to be an effective advocate for student success
- School creates partnerships with colleges and universities and local businesses to expand opportunities for career exploration and preparation for students
- PTA/parent group and school staff help prepare parents and students to make informed decisions that connect career interests with academic programs
- Orientation and transition programs developed by PTA/parent group and staff to help parents feel connected and remain involved as their children progress through school levels
- PTA/parent group offers discussions on policy issues and helps families learn more about political issues affecting education and how to testify at local public hearings on school needs

Standard 5—Sharing Power

Families and school staff are equal partners in decisions that affect children and families and together inform, influence, and create policies, practices and programs.

Strengthening the Family's Voice in Shared Decision Making

Are all families full partners in making decisions that affect their children at school and in the community?

Indicators:

- School has established policy to ensure that parents have an equal voice in all major decisions that affect children, such as budget allocation
- PTA/parent group and school host dialogues with families and staff, with interpreters as needed, about issues, policies, concerns and proposed changes to gain their ideas and insights and give them an opportunity to respond
- Parent group leaders work with the school improvement team to adopt effective strategies to engage families in reducing achievement gaps between groups of students
- PTA/parent group leaders reach out to survey, recruit and train parents with diverse backgrounds to volunteer (both in and out of school – according to their schedules), sit on a committee and run for office
- Community stakeholders invite local officials such as school board members, local police and other community leaders to meetings to discuss ideas, issues and problems in the community to better identify resources and propose solutions and strategies to address concerns



Standard 6—Collaborating With the Community

Families and school staff collaborate with community members to connect students, families and staff to expanded learning opportunities, community services and civic participation.

Connecting the School With Community Resources

Do parent and school leaders work closely with community organizations, businesses and institutions of higher education to strengthen the school, make resources available to students, school staff and families, and build a family-friendly community?

Indicators:

- Community and business leaders work with school and parent leaders to assess needs, develop programs and publicize opportunities to support student success
- School is a hub of community life with its facilities open year-round for broad community use
- Teachers and families work with grassroots groups to sponsor resource fairs and jointly develop solutions to local problems
- PTA/parent group works with school staff to sponsor student businesses to bring student skills to the community



Learn more: www.pta.org/nationalstandards or capta.org

MORE RESOURCES ABOUT LCFF-LCAP and PARENT AND FAMILY ENGAGEMENT

California State PTA has a range of materials available for parents, educators and school leaders to guide your planning and support your efforts. Visit us at www.capta.org



Your voice matters



California State PTA's School Smarts Parent Engagement Program

A new model for creating meaningful and diverse parent involvement

www.capta.org

About PTA

PTA comprises millions of families, students, teachers, administrators, and business and community leaders devoted to the educational success of children and the promotion of parent involvement in schools. PTA is a registered 501(c)(3) nonprofit organization that prides itself on being a powerful voice for all children, a relevant resource for families and communities, and a strong advocate for public education. Membership in PTA is open to anyone who wants to be involved and make a difference for the education, health, and welfare of children and youth.

About California State PTA

California State PTA connects families and schools, and has more than 800,000 members who are involved in local PTAs in more than 3,600 schools throughout the state, including more than 2,000 Title 1 schools. Membership is open to all. PTA members advance the mission to positively impact the lives of all children and families with the motto, 'every child, one voice'. For more information: www.capta.org.