

INVOLVEMENT

School, Family and Community Partnerships Survey Results

Compile the results of the Measure of School, Family and Community Partnerships Survey. Use the chart below to summarize your findings from the Measure of School, Family and Community Partnership Survey. List the corresponding two or three *Type* activities the school has selected as areas of improvement. These areas of improvement will become Key Findings and serve as the basis for the School, Family and Community Partnerships Action Plan. Resources to develop the survey are on the following pages.

Types of Parent Involvement	Surveyed Activities	Never	Rarely	Sometimes	Often
Parenting	1.	1	2	3	4
	2.	1	2	3	4
	3.	1	2	3	4
Communicating	1.	1	2	3	4
	2.	1	2	3	4
	3.	1	2	3	4
Volunteering	1.	1	2	3	4
	2.	1	2	3	4
	3.	1	2	3	4

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School, Family and Community Partnerships Survey Results
 (continued)

Types of Parent Involvement	Surveyed Activities	Never	Rarely	Sometimes	Often
Learning at Home	1.	1	2	3	4
	2.	1	2	3	4
	3.	1	2	3	4
Decision Making	1.	1	2	3	4
	2.	1	2	3	4
	3.	1	2	3	4
Collaborating with the Community	1.	1	2	3	4
	2.	1	2	3	4
	3.	1	2	3	4

MEASURE OF SCHOOL, FAMILY AND COMMUNITY PARTNERSHIPS

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This instrument is designed to measure how your school is reaching out to involve parents, community members, and students in a meaningful manner. The measure is based on the framework of six types of involvement. The six types of parent involvement include Parenting, Communicating, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community. The school may be conducting other activities for each type of involvement. These may be added and rated to personalize this survey.

Directions for use of the Scoring Rubric: Carefully examine the scoring rubric below before rating the school on the six types of involvement. As each item is reviewed, please circle the response that comes closest to describing the school's practices. A score of 4 indicates that the activity or approach is strong and prominent. A score of 1, 2, or 3 indicates that the activity is not yet part of the school's program or improvement is needed. The results provide information on the strength of current practices and insights about possible future directions or needed improvements to the school's partnerships program.

Scoring Rubric:

1 – Never: Strategy does not occur at the school.

2 – Rarely: Strategy occurs in only one or two classrooms. Receives isolated use or little time. Clearly not emphasized in the school's parental involvement plan.

3 – Sometimes: Occurs in some but not all classrooms. Receives minimal or modest time or emphasis across grades. Not a prevalent component of the school's parental involvement plan.

4 – Often: Occurs in most or all classrooms or grade levels. Receives substantive time and emphasis. A prevalent component of the school's parental involvement plan.

NOTE:

- Retain completed surveys and needs assessments at the school site for five years.
- Surveys may be requested by local district and central office.

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Type 1 – PARENTING: BASIC RESPONSIBILITIES OF FAMILIES

Assist families with parenting skills and setting home conditions to support children as students, and assist schools to understanding families.

Type 1 Activities	The school:	Never	Rarely	Sometimes	Often
Sponsors parent education workshops and other courses of training for parents.		1	2	3	4
Provides families with information on child or adolescent development.		1	2	3	4
Provides families with information on developing home conditions that support learning.		1	2	3	4
Asks families about children’s goals, strengths, and talents.		1	2	3	4
Sponsors home visiting programs or neighborhood meetings to help families understand schools and to help schools understand families.		1	2	3	4
Respects the different cultures represented in our student population.		1	2	3	4
Other Parenting activities:		1	2	3	4
Other Parenting activities:		1	2	3	4

Type 2 - COMMUNICATING: BASIC RESPONSIBILITIES OF SCHOOLS

Conduct effective communications from school to home and from home to school about school programs and children’s progress.

Type 2 Activities	The school:	Never	Rarely	Sometimes	Often
Has formal conferences with every parent at least once a year.		1	2	3	4
Provides language translation to assist families as needed.		1	2	3	4
Provides clear information about progress reports and how grades are earned.		1	2	3	4
Provides clear information about programs, and/or activities in this school.		1	2	3	4
Sends home folders of student work weekly or monthly for parent review and comments.		1	2	3	4
Has staff members send home positive messages about students on a regular basis.		1	2	3	4
Notifies families about student awards and recognition.		1	2	3	4
Contacts the families of students having academic or behavior problems.		1	2	3	4
Provides parents with the telephone numbers and/or e-mail addressed of the school, principal, teachers, and counselors.		1	2	3	4
Conducts an annual survey for families to provide reactions to school programs and share information and concerns about students.		1	2	3	4
Other Communicating activities:		1	2	3	4
Other Communicating activities:		1	2	3	4

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Type 3 – VOLUNTEERING: INVOLVEMENT AT AND FOR THE SCHOOL

Organize volunteers and audiences to support the school and students.

Type 3 Activities	The school:	Never	Rarely	Sometimes	Often
Conducts an annual survey to identify interests, talents, and availability of volunteers.		1	2	3	4
Has a parent room or family center for volunteer work, meetings, and resources for families.		1	2	3	4
Provides ways for families to be involved at home or in the community if they cannot volunteer at school.		1	2	3	4
Has a program to recognize our volunteers.		1	2	3	4
Organizes volunteers to link with all parents.		1	2	3	4
Schedules plays, concerts, games, and other events at different times of the day or evening so that all parents can attend some activities.		1	2	3	4
Other Volunteering activities:		1	2	3	4
Other Volunteering activities:		1	2	3	4

Type 4 – LEARNING AT HOME: INVOLVEMENT IN ACADEMIC ACTIVITIES

Involve families with their children in homework and other curriculum related activities and decisions.

Type 4 Activities	The school:	Never	Rarely	Sometimes	Often
Provides information to families on required skills in all subjects.		1	2	3	4
Provides information to families on how to monitor and discuss schoolwork at home.		1	2	3	4
Provides information how to assist students with skills that they need to improve.		1	2	3	4
Has a regular schedule of interactive homework that requires students to demonstrate and discuss what they are learning with a family member.		1	2	3	4
Asks parents to listen to their child read or to read aloud with their child.		1	2	3	4
Provides calendars with daily or weekly activities for families to do at home and in the community.		1	2	3	4
Helps families help students set academic goals, select courses and programs, and plan for college or work.		1	2	3	4
Other Learning at Home activities:		1	2	3	4
Other Learning at Home activities:		1	2	3	4

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Type 5 – DECISION MAKING: PARTICIPATION AND LEADERSHIP

Include families as participants in school decisions and develop parent leaders and representatives.

Type 5 Activities	The school:	Never	Rarely	Sometimes	Often
Has an active PTA, PTO, or other parent organization.		1	2	3	4
Assures that parent representatives are on the school's advisory committees team, or other committees.		1	2	3	4
Assures that parent representatives are on district-level advisory committees.		1	2	3	4
Develops formal networks to link all families with their parent representatives for decision making.		1	2	3	4
Involves all parents to give input and ideas on school policies.		1	2	3	4
Provides information on school elections for school committee representatives.		1	2	3	4
Involves parents in revising school and/or district curricula.		1	2	3	4
Other Decision Making activities:		1	2	3	4
Other Decision Making activities:		1	2	3	4

Type 6 – COLLABORATING WITH THE COMMUNITY

Coordinate resources and services *from* the community for families, students, and the school, and provide services to the community.

Type 6 Activities	The school:	Never	Rarely	Sometimes	Often
Provides a resource directory for parents and students with information on community agencies, programs, and services.		1	2	3	4
Provides information on community activities that link to learning skills and talents, including summer programs for students.		1	2	3	4
Works with local businesses, industries, and community organizations on programs to enhance student skills.		1	2	3	4
Includes alumni in school programs for students.		1	2	3	4
Assures that the school building is open for use by the community after school hours.		1	2	3	4
Other Collaborating with the Community activities:		1	2	3	4
Other Collaborating with the Community activities:		1	2	3	4

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INVOLVEMENT

ACTION PLAN

School, Family and Community Partnerships—Elementary

Directions: After analyzing the results from the measure of School, Family, and Community Partnerships survey consider what was revealed/learned. List the Key Finding(s) in the box below. Utilize the Key Finding(s) as the basis for selecting strategies/activities to increase and improve parent involvement. Include existing level of implementation of Culturally Relevant and Responsive Education (CRRE)—Tenet IV in the Key Finding(s) box and develop strategies/activities to enhance the school's participation in all elements of this initiative to provide culturally relevant parent involvement.

School, Family and Community Partnerships Goals:	Key Finding(s) from Measure of School, Family and Community Partnerships:
<ul style="list-style-type: none">All schools will have effective school, family community partnerships.	
Key Finding(s) from CRRE—Tenet IV:	
<ul style="list-style-type: none">LAUSD's Culturally Relevant and Responsive Education (CRRE)—Tenet IV: the District and schools should "Engage Parents of African American and other students of color and the Community in the education of African American and other students of color."	

INVOLVEMENT

ACTION PLAN

School, Family and Community Partnerships—Elementary

DIRECTIONS	<u>STRATEGIES/ACTIVITIES</u>	<u>PROPOSED EXPENDITURES</u>	<u>MEANS OF EVALUATING PROGRESS TOWARDS PROFICIENCY</u>	<u>MONITORING</u>	<u>START/COMPLETION DATE</u>
	<p>Identify strategies/activities to increase and improve parent involvement.</p> <p>Number the strategy(ies), activity(ies) to correspond with the Key Findings.</p> <p>Include central office support that will be implemented.</p>	<p>List what services and/or programs are needed to implement the strategies, activities, and/or central office support described in the left hand column.</p>	<p>What interim measures/assessments (i.e. School, Family, and Community Partnership) both formal and informal will be the indicators to measure the effectiveness of the strategies/activities?</p>	<p>Who participates and/or who is responsible for monitoring of the specific strategies/activities/central office support?</p>	<p>Indicate when the strategy will be implemented and projected date of completion.</p>

PARENT INVOLVEMENT POLICY

Insert

Parent Involvement Policy

Each school in LAUSD is required to develop a written parent involvement policy. This policy describes how the school will support and increase parent involvement. The parent involvement policy must be developed with parents/community and include participation from all appropriate advisory committees and be agreed upon by the School Site Council. The written parent involvement policy at Title I schools must include how parents will be informed of the school's Title I program requirements.

Schools not receiving categorical funds must develop a written parent involvement policy with the participation of parents and community members that describes how the school will:

- (a) engage parents in their children's education*
- (b) inform parents that they can directly effect the success of their children's learning*
- (c) build consistent and effective communication between the home and school*
- (d) train teachers and administrators to communicate effectively with parents*
- (e) integrate parent involvement programs with the Single Plan for Student Achievement (EC 11504)*

Questions regarding this requirement should be addressed to the Local District Parent Ombudsperson or Parent Community Services Branch at (213) 217-5272.

*****This placeholder page should be removed or deleted from the school's final plan.*****

SCHOOL-PARENT COMPACT

Insert

School-Parent Compact

Section 1118 of NCLB advocates shared responsibilities for high student academic achievement. The school-parent compact is a component of the Parent Involvement Policy. Each Title I school shall jointly develop with parents a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement.

****This placeholder page should be removed or deleted from the school's final plan.****