

## LCAP PRIORITY 5: ADVISORY COMMITTEE MEETING INPUT

December 16; February 13

### Priority 5: Parent Involvement

#### Parent Access

Can we create a more parent friendly timeframe for parents (Academic Parent Teacher Teams)?

Are your resources for PTHVP and APTT online?

Are students part of APTT meetings?

Can Bonnheim kids who are now at Burnett be able to access Earl Warren PRC?

Please provide parent engagement opportunities for working parents. For example, forums like this after work hours works for me.

Please provide childcare and potluck dinner if possible.

Please ensure more schools are represented and have a voice.

Please do not double book district and school parent engagement meetings/efforts.

Members of District Advisory Council

Where are the parents? Why are they missing? Find the reasons. Is it timing? Lack of information? Etc.

Allow parent leaders to engage with district leaders (another parent clarified that School Site Council already has the structure of each school site sending one rep to the District Advisory Committee)

Incentive meeting attendance to get more participation

Partner with the community to provide a better perception of schools within the community

Survey to discover parents who don't work and who may have time to volunteer

Parents need to commit to volunteer

Sports/music/food/family events bring parents to schools

Create surveys that reach more than one subset

Provide financial support to pay for the cost of fingerprinting volunteers

Give parents an opportunity to support

Use the marquee outside to provide more specific information to parents (not just info on dances, etc.)

Consider an app like Edmodo/Pencil that allows more ad hoc communication between parents and teacher (similar to Facebook); teachers would lead the engagement

More technology

Pancake breakfast/carnival/choir performances and plays bring parents to school

Maintain relationships with your engaged parents (don't overlook them)

Build relationships with parents and with the community

More engagement with targeted communities, such as with home visits. Home visits engage families

Remember not all caregivers are parents

Relationship building is key

Have more weekend events when parents are available

Participation in WASC committee should be more frequent; maybe every 2 years; WASC helps identify what's working and what's not working

Make sure people feel invited

More incentives for parents to come to meetings (example: if a parent attends 10 out of 12 meetings, child gets credits towards a class grade)

Block parents can be hired, reflective of the community; at Bret Harte, they knocked on doors to invite parents to school

Provide an incentive (parent stipend) to attend meetings; this was previously offered by WestEd and was between \$50-\$100 for attendance at Board meetings, DAC, CAC

Create a pathway for parents to go on to leadership positions after taking Parents as Partners

The district needs a volunteer coordinator

Partnerships: need more information on how to build them

Cost of fingerprinting is too high – a barrier for some

Schools need to increase volunteers; suggest there is a volunteer coordinator at the district and the site level  
Middle and high schools try a Bring Your Parent to School Day/or Bring Your Parent to Lunch Day - this builds relationships

Build relationships and build trust

No judgment

Start engagement with pre-school parents

Partner with different community organizations

Parent-led activities

Provide child care during meetings for parents

Need an “empowerment” model for parents; build parents’ confidence; helping parents to feel able to participate; how they take ownership of their child’s education

What is parent involvement? Is it parent-teacher conferences? We need to tell parents exactly what parent involvement is. We need to show them specific duties. If we just invite parents, they may not come because they don’t know the purpose. We need to tell them specifically.

For some young parents, they don’t know what parent involvement is because they may not know all aspects of parenting

### **Communication**

Can we continue to advertise better for the PRCs in existence?

Encourage parents to get services from these resources

Strengthen communications and please follow up with parents when they access these resources

Staff must be welcoming upon greeting visitors to the school

Invest in marketing support for parents to learn more about the district. The website only serves a small part of the community

Improve communication. Consider using text alerts

Form a district advisory committee (and listen to them) regarding improving communication

Connect-Ed messages should be configured to go to more than one phone number per student

Expedient response after meetings. Make parents feel their participation is valued

Provide ways for district to ask parents for input (both at school site and district wide)

Provide information in advance of meetings (for example, budget documents)

Survey parents on the quality of education their students receive

Find technology to allow dialog between parents and teachers

Make sure change is for the better

Provide software for parents to see their child’s academic progress; software must be used by all teachers so that parents can view the full details

Volunteer opportunities throughout the district should be published somewhere so that students and parents can search out opportunities

Email – utilize consistently (parent doesn’t listen to her voice mail)

Smart phone app for parents

Connect-Ed, signs, personal outreach work for engagement

PEV is a positive means of outreach

We need to inform teachers about Leadership Academy

Establish a Parent Network

### **Programs**

Are these programs (Parent Teacher Home Visit/Academic Parent Teacher Team) only available to Title I Schools? What about the non Title I schools?

I didn’t have a home visit. My children attend A.M. Winn and James Marshall. Can the home visits program be expanded?

Thank you for having PRCs in place. I like them!

## Parent Leadership Academy

1. What's a cohort?
2. How long is a session?
3. Criteria for selection?
4. How does this help my child?

Student engagement and parent involvement must work in tandem

Integrate all of the eight priority areas

Home visits are very effective for teachers to connect with families. They overcome barriers at school sites and build relationships

Parent University

Parent workshop (4-5 week series) to provide information to parents on how to navigate the path to college

PTSA meetings to offer a relevant topic (i.e. driving safety, course selection process) so that parents that come to the meeting get something

Athletic booster clubs can provide support

Parent workshop series (9 weeks) – Parents as Partners

Concerned about the cost of programs; consider ways to take an element of a program and provide it at no cost

Parent Teacher Home Visit Program expansion

Map resources in the community to find partners and sponsorships; use high school students to identify resources; use community members and retirees

Identify parents to work in the classroom and provide feedback to the community; instructional aide-like but community based

Schools provide a menu of programs to provide to parents

Academic Parent Teacher Teams provided strong data in the handout - this is a program to expand

Support for Academic Parent Teacher Teams

Parent Resource Centers are positive

## Data

Provide resources so that data can be input, then stress accountability

Look at successes and failures – we are not serving all children

Providing data helps to contextualize

## School Sites

Class size reduction needs to be in place in order for educators to be able to do all of this with parental involvement

Would like to see more local LCAP discussion at school sites

How do we get our home visits initiated at schools with the funding? Some teachers are still not doing it.

Professional development for office staff to be more welcoming

To reach all subgroups, use direct outreach from a relevant participant in the system

Parent volunteers can help the front desk at school sites to update phone numbers and connect with other parents

Have a designee at school sites for the homeless

Teachers must welcome parents into the classroom

Develop a metric for parent participation at each school site; this is pro-active not punitive

Some schools have a charismatic leader who can bring in other parents and community; develop this as a systemic process

Maintain relationships by opening the schools on weekends so they can become a hub of the community

Wi-Fi for students on campus

Site Councils must be real

Parent Teacher Conferences – need more

Parent Teacher Conferences – too rushed, don't find value in them

APTT Meeting – provides value

Parent Resource Centers at school sites need staff and regular hours

Parents connect with the Parent Resource Center; need funding for staff

Non-profits have difficulty breaking in to schools (to offer help)  
Principal evaluations should include level of volunteer participation and number of community partners  
Provide more opportunities for community conversations at school sites  
Site-based budgeting with honesty  
Parent meetings to be held at school sites not just at the district  
Principals should be more transparent about their efforts with parents

### **Support**

Recommend that schools have a School Community Liaison, who connects with families and finds resources for them  
Funding – similar schools to get similar amounts of money  
More staff support for homework  
Tutoring classes for children that parents can attend or must attend so they can see the kind of assistance the student is receiving

### **ELs/SpED/Foster Youth**

I would like to see language specific support for our EL families.  
Are there targeted activities for ELL, foster youth, and Title I students?  
Foster parents are often not welcomed; school to be more sensitive  
Use a team approach (social worker, teacher, parent, principal) to ensure success for homeless or foster students  
Language support  
Latino literacy and Hmong literacy programs teach English and also show parents how to help with homework  
Plan events with adaptable schedule and language support (example: Read and Feed offered at morning and also evening); once parents are on campus, offer a principal chat  
Foster youth do not have parents to engage; to engage their foster parents, need flexibility of schedule (both AM and PM)  
Develop relationships to engage foster parents  
Language support for school site committees such as School Site Council  
Language support at school site, provide interpreters  
Monthly parent meetings with translator  
Advisory committees need support in outreach; CAC doesn't have contact information for all special education students because of privacy; could the district communicate information  
Translation of materials should be a priority and not a second thought  
No segregation of groups by language  
Multi-cultural fair with community partners  
Group homes (foster youth) can be linked to school sites (at least make the information known)  
Hmong view education as most important; in the Hmong culture, parents trust educators to know best and that educators are responsible for children's education; parents trust educators; parents may not fully participate because they trust the school to provide the best education  
Due to cultural factors, Hmong parents may not feel that their insights matter  
Younger parents may be doing as much as they can; some parents do not feel welcome because they are low income  
Some parents may not feel comfortable with home visits; they may be concerned with what the visitor might think about their culture; some don't feel home visits are a good thing  
Some parents think that home visits are done because something is wrong with their child  
In the Hmong culture there is reverence for teachers and many Hmong and Latino parents welcome home visits; visitors are welcome in their cultures  
Send parents to CABE and other type of parent conferences  
School climate, school office staff should be more welcoming and bilingual