

# Littlerock High School Parental Involvement Policy

## SEC.1118. PARENTAL INVOLVEMENT of ELEMENTARY & SECONDARY EDUCATION

### Part A — Improving Basic Programs Operated by Local Educational Agencies<sup>1</sup>

#### PART I: GENERAL EXPECTATIONS

Littlerock High School agrees to implement the following statutory requirements:

- The school will jointly develop with parents, distribute to parents of participating children a School Parental Involvement Policy that the school and parents of participating children agree on.
- The school will notify parents about the School Parental Involvement Policy in an understandable and uniform format and, to the extent practicable, will distribute this policy to parents in a language the parents can understand.
- The school will make the School Parental Involvement Policy available to the local community.
- The school will periodically update the School Parental Involvement Policy to meet the changing needs of parents and the school.
- The school will adopt the school's school-parent compact as a component of its School Parental Involvement Policy.
- The school agrees to be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

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<sup>1</sup> (b) SCHOOL PARENTAL INVOLVEMENT POLICY-

(1) IN GENERAL- Each school served under this part shall jointly develop with, and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of subsections (c) through (f). Parents shall be notified of the policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. Such policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

(2) SPECIAL RULE- If the school has a parental involvement policy that applies to all parents, such school may amend that policy, if necessary, to meet the requirements of this subsection.

(3) AMENDMENT- If the local educational agency involved has a school district-level parental involvement policy that applies to all parents, such agency may amend that policy, if necessary, to meet the requirements of this subsection.

(4) PARENTAL COMMENTS- If the plan under section 1112 (LOCAL EDUCATIONAL AGENCY PLANS) is not satisfactory to the parents of participating children, the local educational agency shall submit any parent comments with such plan when such local educational agency submits the plan to the State.

Parental involvement includes the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring:

- that parents play an integral role in assisting their child's learning;
- that parents are encouraged to be actively involved in their child's education at school; and
- that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child.

## PART II: DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

1. Littlerock High School will take the following actions to involve parents in the joint development and joint agreement of its School Parental Involvement Policy and its school-wide action plan, if applicable, in an organized, ongoing, and timely way under section 1118(b) of the ESEA:

- Title I staff will create with the help of teachers and parents a rough draft of the Parental Involvement Policy.
- The School Site Council rewords, adds, or deletes items from the Parental Involvement Policy.
- Parent Advisory Committee rewords, adds, or deletes items from the Parental Involvement Policy.
- Littlerock High School Staff rewords, adds, or deletes items from the Parental Involvement Policy (completed electronically via e-mail).
- Board approval or denial.

2. Littlerock High School will take the following actions to distribute to parents of participating children and the local community, a bi-lingual copy of the School Parental Involvement Policy:

- Title I Notification (mail)
- School meetings
- Distributed at "Back to School Night"
- Lancaster High School Title I Website

3. Littlerock High School will annually update its School Parental Involvement Policy to meet the changing needs of parents and the school:

- Title I staff will review with the help of teachers and parents the current Littlerock High School Parental Involvement Policy.
- The School Site Council rewords, adds, or deletes items from the Parental Involvement Policy.

- Parent Advisory Committee rewords, adds, or deletes items from the Parental Involvement Policy.
  - Littlerock High School Staff rewords, adds, or deletes items from the Parental Involvement Policy (completed electronically via e-mail).
  - Board approval or denial
4. Littlerock High School will convene an annual meeting to inform parents of the following:
- that their child's school participates in Title I, about the requirements of Title I, and of their rights to be involved (e.g. teachers qualifications, supplemental services, and school of choice provisions)
- The parents will be notified of the meeting via mail and telephone
5. Littlerock High School will hold a flexible number of meetings at varying times:
- Littlerock High School Title I staff will hold morning and evening meetings to meet the needs of the diverse schedule of the parents to increase parental involvement.
  - Invitations and compacts are sent home in both English and Spanish.
  - A bilingual message is sent home via the telephone system, Notification Technologies Inc. (NTI).
  - Title I dispenses pertinent information about Title I programs, Littlerock High School, and testing through the use of brochures, guest speakers, PowerPoint presentations, and thorough overviews of the programs.
6. Littlerock High School will provide information about Title I programs to parents of participating children in a timely manner:
- Notification Technologies Inc. (NTI)
  - SAT Preparation notification (mail)
  - Guidance Notes (mail): announces Parent Project
  - E-mail
  - Parent Advisory meetings
  - Title I Website
  - Back to School Night
  - Title I Parent Night
  - Compacts (mail)
  - Program Improvement and non-highly qualified teacher notices
7. Littlerock High School will provide the parents of participating students a description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the expected proficiency levels of students through the use of:
- Parent Night/Back to School Night
  - Title I Parent Night
  - Edline
  - Quarterly Progress Reports

- Provide Links to Curriculum and Standards
- LHS Website
- STAR /CAHSEE/CELDT

8. Littlerock High School will provide parents of participating children if requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible:

- Single Site Council
- Parent Advisory Committee
- E-mail
- Edline
- Friday Parent-Teacher meetings

### PART III: SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT

1. Littlerock High School will build the schools' and parent's capacity for parental and community involvement, to improve student academic achievement, through the following activities specifically described below:

- Parents along with school staff will vote on requested items at the Title I Advisory meetings
- Teachers, Staff and Parents attend professional development

2. The school will incorporate the school-parent compact as a component of its School Parental Involvement Policy:

- Create the Compact
- Share compact with all stakeholders
- Approval by Title I Advisory Committee
- Approval by the Single Site Council

3. The school will, with the assistance of its district, provide assistance to parents of children served by the school in understanding topics such as the following, by undertaking the actions described

- the State's academic content standards,
- the State and local academic assessments including alternate assessments,
- the requirements of Title I,
- how to monitor their child's progress, and
- how to work with educators

4. The activities, such as workshops, conferences, classes, equipment or other materials that may be necessary to ensure success may include:

- Title I Conferences
- Edline

- E-mail
- Back to School Night
- Website
- Supplemental CAHSEE Classes

5. Littlerock High School will, with the assistance of its district, provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:

- Providing Annual Compact
- Offering use of Edline
- Offering Parent Project classes
- Offering Literacy Training

6. The school will, with the assistance of its district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

- Professional Development
- Edline
- Parent Project

7. Littlerock High School will, to the extent feasible and appropriate, coordinate and integrate parental involvement with Title I programs and activities that encourage and support parents in more fully participating in the education of their children, by:

- Asking parents to follow the Student/Parent/ Teacher Compact

8. The school will, to the extent feasible and appropriate, take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

- Email
- Letters
- Guidance Notes (Bilingual)
- Phone System (NTI)

#### PART IV: General California School Site Council Information:

**SBM mandated, recommended, or voluntary: *Voluntary*.** Adopted district model may apply to as few as one school in the district. A school district, however, is "eligible to participate only upon the approval of participation by both the governing board of the district and the exclusive representative of certificated employees of the district."

**Statewide or pilot:** Statewide

**Responsibilities/level of authority:** Districts may implement “alternative models of school-based management projects, or advanced career opportunities for classroom teachers projects, or a combination of both[.]” “Further, it is the intent of the Legislature that school district governing boards and administrators work with classroom teachers and teacher bargaining units to develop and strengthen procedures that increase teachers’ decision-making authority in responsibilities that affect their ability to teach. These procedures may include, but need not be limited to, the following:

- (1) Selection of new teachers and administrators
- (2) Evaluation of teacher and administrator performance
- (3) Selection of curricular areas for improvement
- (4) Tailoring and coordination of curriculum and instruction across grade levels and within departments at the school site level
- (5) Establishment of pupil discipline policies
- (6) Design and conduct of staff development programs and policies
- (7) Assignment of pupils and scheduling of classes
- (8) School-wide problem solving and program development
- (9) Organization of the school for effective instruction
- (10) Development of procedures designed to institutionalize teacher involvement in decision-making
- (11) Determining the roles and functions of teachers, administrators, and classified employees at the school site
- (12) Development of alternative methods of teacher compensation
- (13) Establishment of policies ... providing school site administrators and teachers with greater budget authority, including the allocation of fiscal, personnel, and other resources at the school site.”

District SBM plans must include (a) A plan to include parents in design, implementation and evaluation of school restructuring activity. “(b) A plan for staff development ... to assist in restructuring elements specified in the district proposal. (c) A plan for regularly assessing the progress of participating schools in meeting the goals identified in their funding proposal.... Districts are encouraged, as well, to establish a process of onsite quality reviews with the objective of evaluating the quality of instruction, leadership, staff development, and the planning and decision-making processes at participating schools.”

State board may, upon request of a local board, waive portions of education statutory requirements for an entire district, or for an individual school or programs therein. Certain specified statutes cannot be waived.

**Composition of council, if mandated:** Not mandated

**Training/technical support addressed in legislation:** No

**Notes:** CAL. EDUC. CODE § 44666 and 44667 set forth the legislative intent for establishing site-based decision-making in the state.

**Legal citations:** CAL. EDUC. CODE § 44666, 44667, 44667.2, 44669, 52049.1

**PART V: Related California Education Code Sections:**

<p><b>44666.</b> (a) The Legislature finds that a primary goal of every public school should be the creation of effective and productive learning environments for pupils. Increasing the educational effectiveness and productivity of public schools may require new ways of organizing instructional and administrative staff which increase the collective investment of all schoolsite educators in the success of their school. The Legislature also finds that innovation and change are frequently discouraged by undue administrative and organizational rigidity. The Legislature intends that the school district's role in working with schoolsites be characterized by setting clear goals, providing sites the flexibility to achieve those goals, offering high quality technical assistance and support, and holding sites accountable for performance. The Legislature supports shifting from a rule-based system to a performance-based system of accountability. Those educators closest to pupils should be free, within limits, to create learning environments appropriate to their circumstances. The Legislature declares its intent not to diminish the leadership roles of school districts and site-level administrators. However, the Legislature does intend to encourage schools to foster more professional collaboration where teachers and principals, as an educational team, are responsible for creating the conditions that make more effective teaching and learning possible, and where schoolsite educators as a group have responsibility for the functioning and performance of their school. It is the further intent of the Legislature to encourage and foster a shift in public school administration from a system that rigidly controls and directs what goes on at the next lowest level, to a system that guides and facilitates professionals in their quest for more productive learning opportunities for their pupils.</p> <p>(b) The Legislature further finds and declares all of the following:</p> <p>(1) Hierarchical decisionmaking has tended to reduce the effectiveness and productivity of teachers in educating pupils. A more collaborative decisionmaking process may result in more effective teaching and pupil learning.</p> <p>(2) A true profession should offer individuals the opportunity for growth in their careers and in their professional lives.</p> <p>(3) Professional growth brings with it additional responsibilities</p>	<p><b>44667.</b> (a) It is the intent of the Legislature to encourage school districts to plan and implement alternative models of school-based management projects, or advanced career opportunities for classroom teachers projects, or a combination of both, for one or more schools in the district. Further, it is the intent of the Legislature that school district governing boards and administrators work with classroom teachers and teacher bargaining units to develop and strengthen procedures that increase teachers' decisionmaking authority in responsibilities that affect their ability to teach. These procedures may include, but need not be limited to, the following:</p> <p>(1) Selection of new teachers and administrators.</p> <p>(2) Evaluation of teacher and administrator performance.</p> <p>(3) Selection of curricular areas for improvement.</p> <p>(4) Tailoring and coordination of curriculum and instruction across grade levels and within departments at the schoolsite level.</p> <p>(5) Establishment of pupil discipline policies.</p> <p>(6) Design and conduct of staff development programs and policies.</p> <p>(7) Assignment of pupils and scheduling of classes.</p> <p>(8) Schoolwide problem solving and program development.</p> <p>(9) Organization of the school for effective instruction.</p> <p>(10) Development of procedures designed to institutionalize teacher involvement in decisionmaking.</p> <p>(11) Determining the roles and functions of teachers, administrators, and classified employees at the school site.</p> <p>(12) Development of alternative methods of teacher compensation that reward teaching excellence, exceptional achievement or the assumption of additional educational responsibilities.</p> <p>(13) Establishment of policies to decentralize district decisionmaking by providing schoolsite administrators and teachers with greater budget authority including the allocation of fiscal, personnel, and other resources at the schoolsite.</p> <p>(b) Participation of school districts in the programs established pursuant to this article shall be on a voluntary basis. A school district shall be eligible to participate only upon the approval of</p>
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<p>and accountability, and taking greater responsibility allows the professional to achieve enhanced status and higher salary, and to make a contribution to the profession.</p> <p>(4) The current staffing structures and compensation structures in California school districts that emphasize seniority in setting teacher salaries and uniformity in teachers' roles do not adequately reward teaching excellence, exceptional achievement, or the assumption of additional educational responsibilities by teachers. Neither do they provide an incentive for teachers to continue to pursue excellence.</p> <p>(5) The establishment of advanced career opportunities for teachers, in conjunction with greater teacher involvement in schoolsite management, should increase the variety and responsibility of a teacher's work. It should also provide: (A) a mechanism for restructuring salary schedules to recognize experience, additional work and responsibility; and (B) the opportunity for performance-based contracts with teachers or groups of teachers.</p> <p>(6) Advanced career opportunities for teachers should also provide an incentive for teachers to remain in teaching, upgrade their skills, and improve the instructional program.</p>	<p>participation by both the governing board of the district and the exclusive representative of certificated employees of the district.</p> <p><b>44667.2.</b> It is the intent of the Legislature that each school district's school-based management proposal shall include the following:</p> <p>(a) A plan for involving parents in the planning, implementation, and evaluation of school restructuring efforts.</p> <p>(b) A plan for staff development that shall be made available to participating school personnel in order to assist in restructuring elements specified in the district proposal.</p> <p>(c) A plan for regularly assessing the progress of participating schools in meeting the goals identified in their funding proposal. Assessment plans shall include provisions for the collection of information on various school-level indicators including pupil performance, detentions, pupil and teacher absenteeism, and staff turnover. Districts are encouraged, as well, to establish a process of onsite quality reviews with the objective of evaluating the quality of instruction, leadership, staff development, and the planning and decisionmaking processes at participating schools.</p>
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## PART VI: ADOPTION

This Parent Involvement Policy, along with the LHS Compact that was approved by the Littlerock High School Site Council on 5/7/2007, will be in effect beginning with the 2007/2008 school year. The school will distributed to the parents of Title 1 students and be made available to all the Title 1 path under the school's website domain located at: <http://www.lhslobos.org/title1> .

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