

the PARENT Notebook™ addresses

California Local Control Accountability Plan (LCAP)

The following excerpts are reprinted from: Local Control Funding Formular (LCFF) Priority 3 Statements of Model practices intended to support LEAs and their stateholders in the Local Control and Accountability Plan development process. **Highlighted for emphasis and direct services.**

An LEA provides training and opportunities for parents and families to learn about LEA and school plans, programs, and activities. LEAs include parents, students, and families in developing LEA and school site strategies to improve academic achievement and the social, emotional, and physical well-being of all students.

Model Practices: Model practices for promoting parental and family involvement in preschool through grade 12 in decision-making may include, but are not limited to, the following:

- Intentionally build and sustain respectful and trusting relationships between staff, educators, and families by creating and sustaining a welcoming and inclusive environment at all schools, including preschools:
- Provide adequate, ongoing staffing, resources, . . .
 - Provide staff with ongoing interactive professional learning using adult learning strategies. Include practice through self-reflection and role-playing to develop the cultural competency to effectively engage parents and families.
 - Provide parents and families with ongoing interactive learning opportunities using adult learning strategies. Include practice through role-playing to build the knowledge, understanding, skills, and confidence to meaningfully participate in LEA and school programs and contribute to the design, implementation, evaluation and revision of plans to improve student outcomes.
- Annually assess the effectiveness of current parent and family engagement strategies and update parent and family engagement plans.
 - Expand and improve promotion of what is unique and successful about each school.
 - Ensure that LEA and school advisory groups reflect the diversity and demographics . . .
 - Provide opportunities and supports for parents and families to organize and sustain active advisory groups . . .
 - Integrate parent and family engagement as a core component of all LEA . . .
 - Use data, research, and input from parents and families to plan and implement effective outreach . . .
 - Provide translation, especially simultaneous translation when possible, . . .
 - Provide parents of students with disabilities information for local Family Empowerment Centers . . .
 - Ensure that the parents/family with a child with special needs understands . . .

Schedule opportunities for parents and families to participate in school and LEA-supported activities and training at times and places conducive for full participation. Invite parents of preschool children residing in the LEA to these events to create an inclusive environment that promotes a positive transition into transitional kindergarten or kindergarten.

- Provide supports, such as transportation and child care, when possible, . . .
- Develop effective partnerships with the greater school community; effectively use community . . .
- Seek parent/family input and contributions from parent advisory groups, such as a Parent Advisory Committee. . .
- Beginning with families of preschool-aged children, foster meaningful two-way communication between schools . . .
- **Build capacity of educators and family leaders** to jointly plan and lead family engagement activities by ensuring that they receive training that enables them to:
 - Be knowledgeable and confident in their ability to work as partners and share responsibility . . .
 - Be culturally responsive and reach out to families to build partnerships.
- Use linguistically accessible communication methods, accessible to and used by parents, including, but not limited to social media, e-mail, printed letters, telephone and face-to-face communication, and visual aids such as charts and diagrams. This communication can cover a variety of topics, as appropriate, that are related to students’ needs and interests such as:
 - Student physical, social/emotional, and learning needs;
 - Academic progress;
 - Attendance;
 - Risk factors;
 - Strategies for improvement;
 - Available resources;
 - College and career pathways.