

Research-based Practice



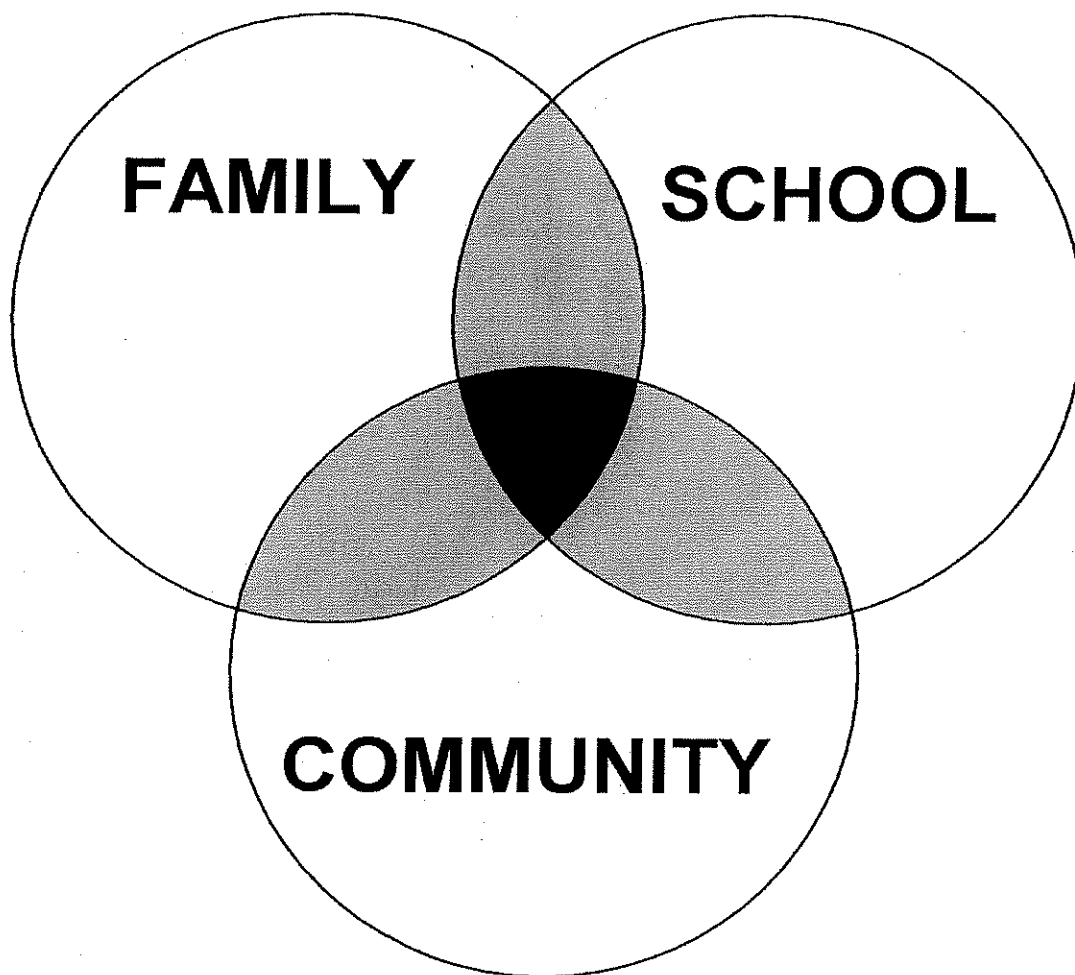
TEMPLATE FOR A PARTNERSHIPS COMPONENT OF THE SINGLE PLAN FOR STUDENT ACHIEVEMENT

These documents provide a framework for enabling schools to mobilize parent and community partners to support the goals of the Single Plan for Student Achievement.

Note: This sample is provided for the **voluntary** use of schools and districts as **one possible model** to integrate parent involvement programs into the Single Plan for Student Achievement and strengthen the effectiveness of its goals in accordance with Education Code section 11502(e) and 64001. It is the intent of the Legislature to ensure that parent involvement programs are properly designed and implemented and to provide a focus and structure for these programs based on prior experience and research while maintaining sufficient local flexibility to design a program that best meets the needs of the local community [Education Code section 11501].

California Department of Education
DRAFT May 2009

Overlapping Spheres of Influence of Family, School, and Community on Children's Learning



“The main reason to create partnerships is to help all youngsters succeed in school and in later life. When parents, teachers, students, and others view one another as partners in education, a caring community forms around students and begins its work. A key structure for implementing a partnerships program in a school is an Action Team for Partnerships (ATP) of educators, parents, and others who plan, implement, evaluate, and improve school programs of partnership.”

Sample Template Part 1: Action Plan for Partnerships

School Site Council

Action Team for Partnerships

**GOAL 1
Academic**
[Linked to a goal from the *Single Plan for Student Achievement*]
Example: Improve students' skills in READING
[Use practices from State Board of Education* six types of involvement to meet this goal]

**GOAL 2
Academic**
[Linked to a goal from the *Single Plan for Student Achievement*]
Example: Improve students' skills in MATH (or other academic subject)
[Use practices from State Board of Education* six types of involvement to meet this goal]

**GOAL 3
Non Academic**
[Linked to a goal from the *Single Plan for Student Achievement*]
Examples: Improve graduation rate, attendance, behavior, or health
[Use practices from State Board of Education* six types of involvement to meet this goal]

**GOAL 4
Partnership**
[Linked to a goal from the *Single Plan for Student Achievement*]
Example: Strengthen family and community involvement in a welcoming school climate to close achievement gaps
[Use practices from State Board of Education* six types of involvement to meet this goal]

*State Board of Education Policy #89-91: Parent Involvement in the Education of Their Children <http://www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp>

Adapted from Epstein, J.L. et al., (2009). *School, Family, and Community Partnerships: Your Handbook for Action*, third edition. Thousand Oaks, CA: Corwin Press. Used with permission. California Department of Education, Title I Accountability and Partnerships Office 916-319-0917 parentinvolvement@cde.ca.gov 3/31/09

Taking an Action Team for Partnerships Approach

One principal, one teacher, or one parent working alone cannot create a comprehensive and lasting program of partnerships. Rather, an Action Team for Partnerships (ATP) is needed to plan, implement, evaluate, and continually improve family and community involvement activities to create a welcoming school climate and to help all students succeed.

What is an Action Team for Partnerships?

The ATP is an action arm or work group of a School Site Council. The ATP writes and implements plans for partnerships to produce desired results for students, for families, and for the school as a whole.

Who Are the Members of the Action Team for Partnerships?

A well-functioning ATP has 6 to 12 members. See *Background Information: Action Team for Partnerships Composition*

What Does an Action Team for Partnerships Do?

The ATP writes a plan, implements and coordinates activities, monitors progress, solves problems, publicizes activities, and reports on the school's program of partnerships to the School Site Council and to other groups at the school and in the community. Members of the ATP do not work alone. They recruit others from the school, families, and the community to assist them.

How Should an Action Team for Partnerships Organize Its Work?

In California, an ATP organizes its work by focusing on the goals of the Single Plan for Student Achievement (SPSA). The ATP creates committees with a chair or co-chairs and members who become the school's experts on how family and community involvement can help students reach selected academic and nonacademic goals such as improving reading, math, or science skills, attendance, behavior, or other goals for students, and improving home-school-community connections overall.

For example, if one goal is to improve student attendance, then the ATP would select activities for some or all six types of parent involvement (see State Board of Education Policy #89-91: Parent Involvement in the Education of Their Children <http://www.cde.ca.gov/be/ms/po/policy89-01-sep1994.asp>) to engage family and community members in ways that ensure that healthy students attend school every day and that they arrive on time. The ATP may select activities to increase families' understanding of school policies about attendance, clarify report card statistics on attendance, train volunteers to telephone absent students' families, have families pick up and monitor homework for students who are absent, and address other ways to improve student attendance and reduce lateness.

Field tests indicate that ATPs can effectively address four school goals each year with committees that focus on two academic goals, one behavioral goal, and one goal to conduct all other partnership activities that create a welcoming school climate. The ATP evaluates its progress and plans improvements based on the quality of implementation of each committee's family and community involvement activities and how well the activities contribute to the attainment of the selected SPSA goals.

Sample Template Part 2: One-Year Action Plan for Partnerships
Schedule of School, Family, and Community Partnerships to Help Reach Single Plan for Student Achievement Goals

School:		School Year:				
GOAL 1-- ACADEMIC: (Select ONE curricular goal for students, such as improving reading, math, writing, science, or other skills that are linked to a goal of the Single Plan for Student Achievement.)						
Desired result(s) for THIS goal:		How will you measure the result(s)?				
Organize and schedule the family and community involvement activities to support THIS goal.						
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING	
Any extra funds, supplies, or resources needed for these activities?						

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Sample Template Part 2: One-Year Action Plan for Partnerships

Schedule of School, Family, and Community Partnerships to Help Reach Single Plan for Student Achievement Goals

School: _____		School Year: _____			
GOAL 2--ACADEMIC: (Select ANOTHER curricular goal for students, such as improving reading, math, writing, science, or other skills linked to a goal of the Single Plan for Student Achievement.)					
Desired result(s) for THIS goal:		How will you measure the result(s)?			
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Any extra funds, supplies, or resources needed for these activities?					

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Sample Template Part 2: One-Year Action Plan for Partnerships
Schedule of School, Family, and Community Partnerships to Help Reach Single Plan for Student Achievement Goals

School:

School Year:

GOAL 3—NON ACADEMIC: (Select ONE goal for students, such as improving graduation rate, behavior, attendance, respect for others, safety, or another quality that is linked to a goal of the Single Plan for Student Achievement.)

Desired result(s) for THIS goal:

How will you measure the result(s)?

Organize and schedule the family and community involvement activities to support THIS goal.

ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING

Any extra funds, supplies, or resources needed for these activities?

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Sample Template Part 2: One-Year Action Plan for Partnerships
Schedule of School, Family, and Community Partnerships to Help Reach Single Plan for Student Achievement Goals

School: _____		School Year: _____			
GOAL 4--CLIMATE OF PARTNERSHIP: (Required goal.)					
<i>Strengthen partnerships with families and communities to close the achievement gap.</i>					
Desired result(s) for THIS goal:		How will you measure the result(s)?			
Organize and schedule the family and community involvement activities to support THIS goal.					
ACTIVITIES (2 or more, continuing or new)	TYPE (1-6)	DATES OF ACTIVITIES	GRADE LEVEL(S)	WHAT NEEDS TO BE DONE FOR EACH ACTIVITY & WHEN?	PERSONS IN CHARGE AND HELPING
Any extra funds, supplies, or resources needed for these activities?					

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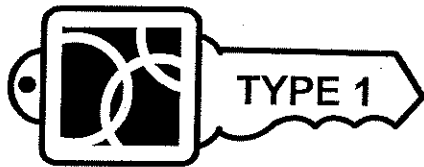
Background Information: Action Team for Partnerships Composition

How Many:	6-12 members
Who:	2-3 teachers or more 2-3 parents/family members or more Representatives may include parent liaison, parents with children in different grades, and families from various neighborhoods, officers or members from committees such as PTA/PTO, English Learner Advisory Committee, African American Advisory Committee, Migrant Education Committee, Gifted and Talented Advisory Committee, Special Education Committee, Booster Committee Principal 1-2 students (in high school) 1-2 other members (e.g., community member, nurse, counselor,)
Terms:	2-3 years (renewable) Replacements made as needed At least one member also serves on the School Site Council or School Leadership Team
Leaders:	Chair or co-chairs are team members who communicate well with educators <i>and</i> families Other members serve as chairs or co-chairs of committees for each specific goal as needed

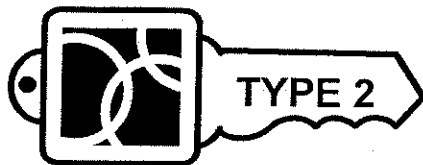
Note: All features are flexible to fit school conditions and needs.

THE KEYS TO SUCCESSFUL SCHOOL, FAMILY, AND COMMUNITY PARTNERSHIPS

EPSTEIN'S SIX TYPES OF INVOLVEMENT



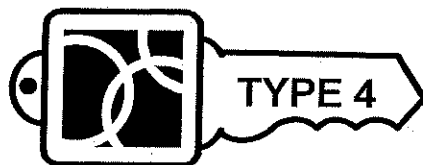
PARENTING: Assist families in understanding child and adolescent development and in setting home conditions that support children as students at each grade level. Assist schools in understanding families.



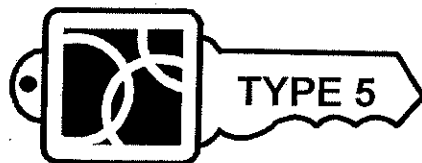
COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.



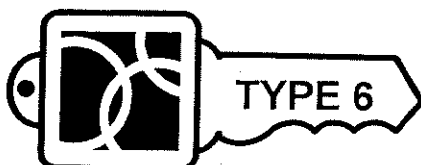
VOLUNTEERING: Improve recruitment, training, and schedules to involve families as volunteers and audiences at the school and in other locations to support students and school programs.



LEARNING AT HOME: Involve families with their children in learning at home, including homework, other curriculum-related activities, and individual course and program decisions.



DECISION MAKING: Include families as participants in school decisions, governance, and advocacy through PTA/PTO, school councils, committees, action teams, and other parent organizations.



COLLABORATING WITH THE COMMUNITY: Coordinate community resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.

CLAVES PARA LAS ALIANZAS EXITOSAS ENTRE ESCUELA, FAMILIA Y COMUNIDAD

Los seis tipos de involucramiento de Epstein



Tipo 1

Crianza:

Ayudar a las familias a comprender el desarrollo de los niños y adolescentes y a establecer un ambiente en casa que facilite el aprendizaje de sus hijos. Ayudar a las escuelas a entender a las familias.



Tipo 2

Comunicación:

Comunicar a las familias sobre programas de la escuela y el progreso del estudiante a través de comunicaciones efectivas de la escuela a la casa y de la casa a la escuela.



Tipo 3

Voluntariado:

Mejorar el reclutamiento, entrenamiento y las oportunidades de voluntariado para involucrar a las familias como voluntarios y audiencia en la escuela y en otros sitios para apoyar a los estudiantes y programas de la escuela.



Tipo 4

Aprendizaje en casa:

Involucrar a las familias con sus hijos en el aprendizaje en la casa, incluyendo tareas, otras actividades curriculares, cursos, y decisiones de programa.



Tipo 5

Toma de decisiones:

Incluir a los padres como participantes en las decisiones escolares, el gobierno y la grupos de promoción a través de la PTA/PTO, los consejos de escuela, los comités, los equipos de acción y otras organizaciones de padres de familia.



Tipo 6

Colaboración con la comunidad:

Coordinar recursos y servicios de la comunidad para los estudiantes, las familias y la escuela con negocios, agencias y otros grupos. Proveer servicios a la comunidad.