



SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Study Session Family Engagement Framework Draft

Board of Education Meeting
February 15, 2018



“The nation’s schools must improve education for all children, but schools cannot do this alone. More will be accomplished if families, schools and communities work together to promote successful students.”

Joyce L. Epstein

*Center on School, Family and Community Partnerships
John Hopkins University*





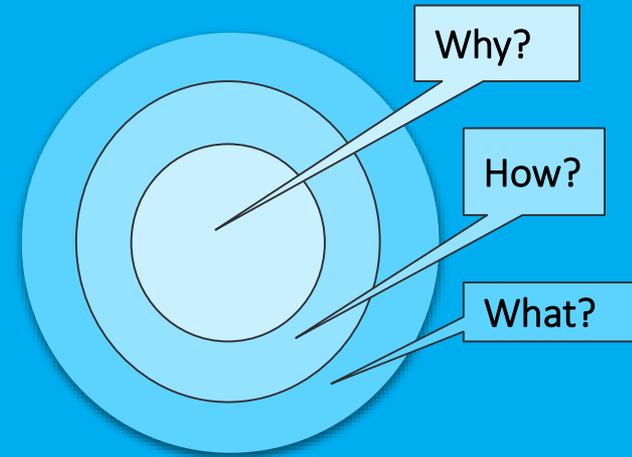
Goals for Today

- Share the DRAFT of the SMMUSD Family Engagement Framework.
- Clarify any questions and wonderings you may have as we move forward.

Framework will guide our work with parents so that it is

- Systematic
- Aligned with the California State Framework and
- Reflects best research-based practices.

Why?





Why does engagement matter?

The research is clear, consistent and convincing. When schools, families and communities work together, students will:

- Achieve at higher levels
- Attend school more often
- Enroll in more rigorous programs
- Have better social skills and behavior

(Anne T. Henderson and Karen L. Mapp, *A New Wave of Evidence: The Impact of School, Family and Community Connections on Student Achievement*, 2002)



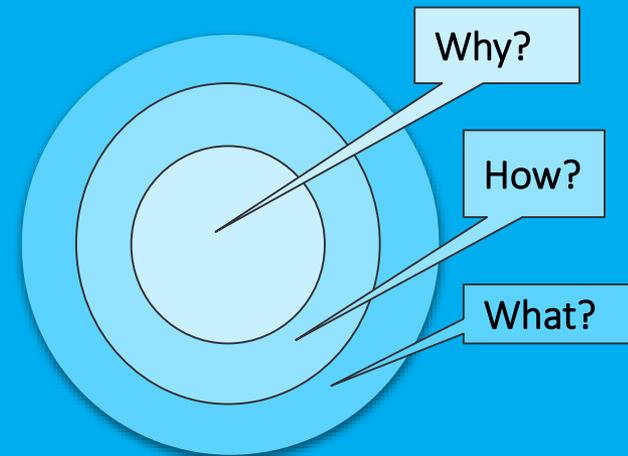
Why does engagement matter?

- **Parents vary in how much they presently are involved.**
- **Parents are most concerned about their children's success in school.**
- **Students need multiple sources of support to succeed in school and in their communities.**
- **Schools must reach out in order to involve all families.**

Implement research-based practices and strategies based on:

- California State Framework Action Areas and Principles
- Joyce Epstein's research on Family Engagement
- Culturally Responsiveness Practices

How?



State of California Framework: Five Action Areas

Build Capacity:

Capacity building for families that addresses involvement, teaching and learning

Access & Equity:

Ensuring all families have full access to services/ information regardless of any racial, economic, religious, linguistic and cultural background

Demonstrate Leadership:

Opportunities for families to develop and demonstrate leadership that addresses governance

Resources: Fiscal & Other:

Provide the resources and staff and personnel to implement family engagement programs

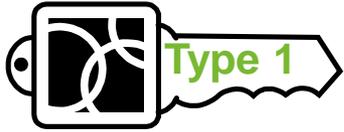
Monitor Progress:

Opportunities for families to be involved in the monitoring process that addresses standards, assessment, and accountability

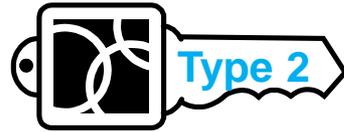


THE KEYS TO SUCCESSFUL SCHOOL–FAMILY–COMMUNITY PARTNERSHIPS

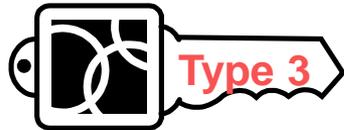
EPSTEIN'S SIX TYPES OF INVOLVEMENT



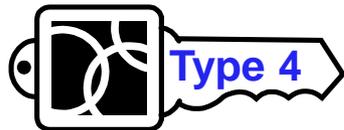
PARENTING: Help all families establish home environments to support children as students at each age and grade level.



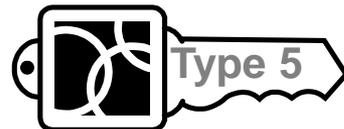
COMMUNICATING: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications. (Two-way communication)



VOLUNTEERING: Improve recruitment, training, work, and schedules to involve families to support school programs.



LEARNING AT HOME: Involve families with their children in learning activities 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 COMMUNITY: Coordinate resources and services for students, families, and the school with businesses, agencies, and other groups, and provide services to the community.





Culturally Responsive Practices

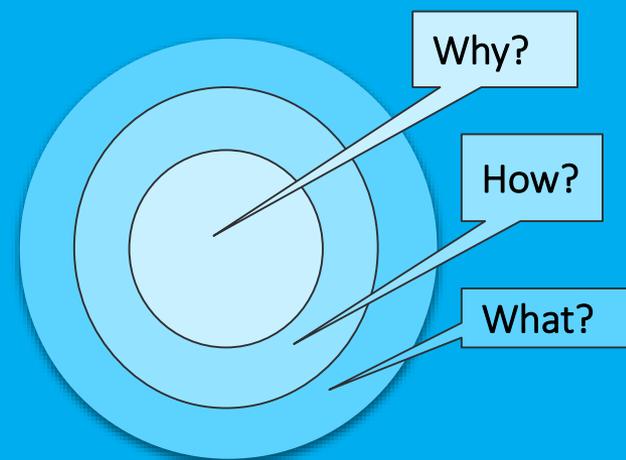
Five culturally responsive practices are foundational to our SMMUSD Family Engagement Framework.

1. Building trusting relationships
2. Recognizing, honoring and promoting existing knowledge
3. Identifying and using what works for our families
4. Promoting a culture of awareness, learning and sharing
5. Fostering community by building social capital

A Family Framework helps staff, schools, families and community to:

- Understand the connection between effective family engagement and student success
- Identify what is needed in an excellent engagement program and
- Organize and sustain high-quality and effective programs of family engagement

What?





Context for Development of Framework

District LCAP Goals

Goal 1: All graduates are ready for college and careers

Goal 2: English Learners will become proficient in English while engaging in rigorous standards-aligned curriculum

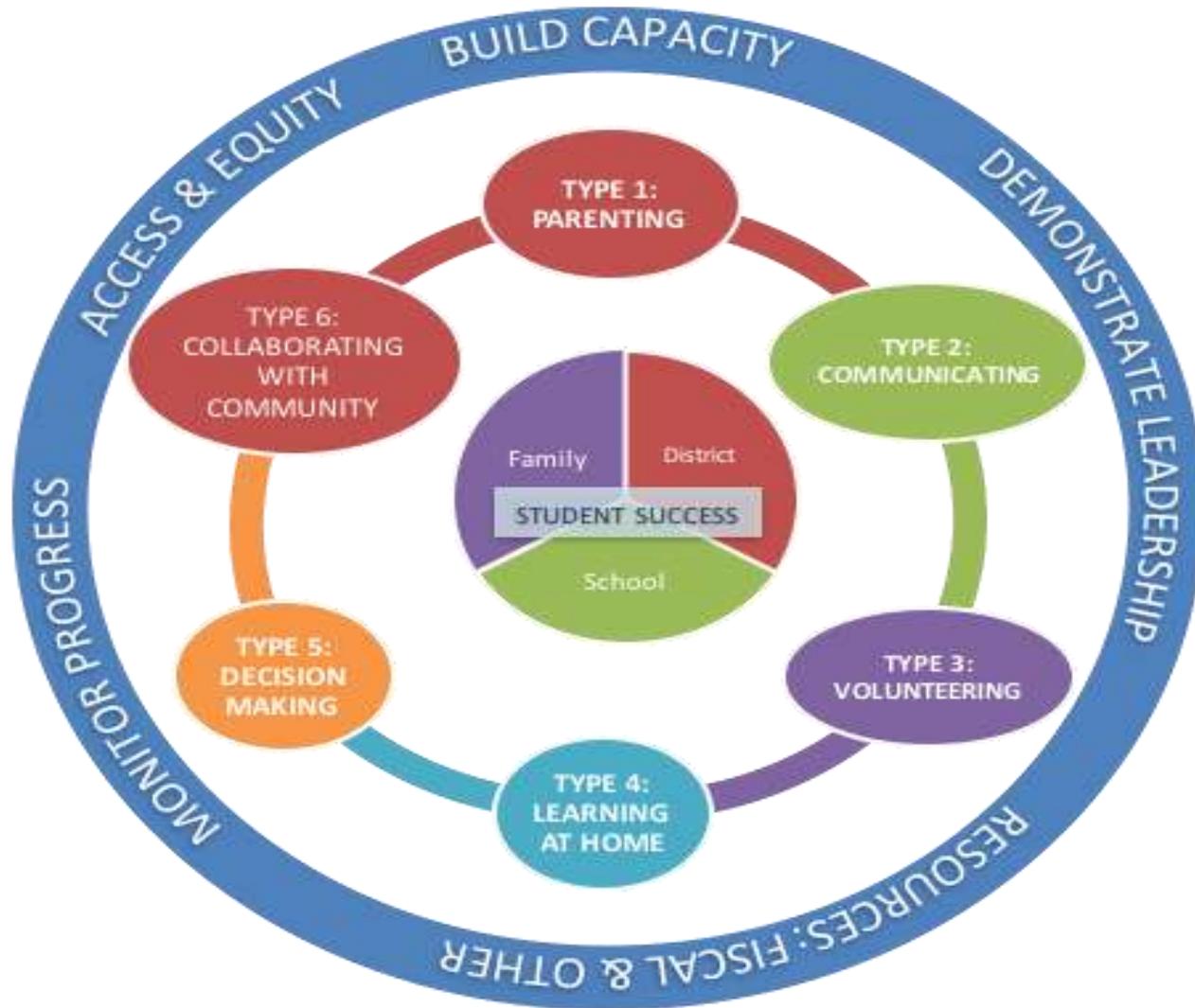
Goal 3: All student engage in schools that are safe, well maintained and family-friendly.

- **Single Plan for Student Achievement (SPSA)**

- Sites SPSAs are to include family engagement goals based on the:

- SMMUSD Family Engagement Framework and
- District LCAP Goals

SMMUSD Family Engagement Model



A Design to Support Student Success

Framework Components

Addresses PreK–12



District Goals (LCAP, SPSA)

1. All Student are ready for college and careers
2. English Learners will become proficient in English while engaging in a rigorous standards-aligned curriculum in core content areas
3. All students engage in schools that are safe, well-maintained and family friendly

Grade Span

Early Childhood (PreK-TK)

Elementary

Secondary

Expected Student Academic Outcomes



- Social and emotional development (e.g. self-regulation, form relationships, identify feelings)
- Foundational Math and Literacy skills
- Achieve Kindergarten Readiness

- Meets and Exceeds Adopted Standards in English-Language Arts and Mathematics
- English Learners make academic progress while gaining proficiency in English.
- Students are engaged in school based on indicators such as attendance, grades, suspension rates, drop-out rate.

- Meets and Exceeds adopted English Language Arts and Mathematics by grade 8 and 11.
- Complete A-G requirements for UC/CSU admissions by end of grade 12(high school)
- English Learners make academic progress while gaining proficiency in English.
- Students are engaged in school based on indicators such as attendance, grades

Framework Components (Cont.)

Organized around Six Types to Successful Family Engagement

Parent Learning Goals



Type 1 Parenting

•Families will:

- create home conditions to support student academic achievement
- understand child/adolescent development
- understand the importance of school attendance
- be familiarized with strategies to help child develop a college going identity and support in their children that the role to college begins in Early Childhood

Type 2 Communicating:

•Families will:

- Understand school programs and policies
- Understand the importance of two-way meaningful communication

Type 3 Volunteering

•Families will:

- demonstrate specific skills of volunteer work
- support school goals and student learning

Type 4: Learning at Home

• Families will:

- be familiarized with 1-12 grade level content standards (Literacy, Math, Science) and Social Justice
- be familiarized with the continuum of early child development (CA learning Foundations)
- recognize how to support, encourage, and help student at home each year
- understanding of instructional options related to successfully prepare their children to be ready for college and career readiness
- discuss school, classwork and homework at home
- understand and monitor child's progress

Type 5: Decision Making

•Families will:

- be familiarized with school, district and state policies
- provide input into policies that affect student education
- participate in site and district committees

Type 6: Collaborating with the Community

•Families will:

- be familiarized with resources to support their child's success in school including community and school site

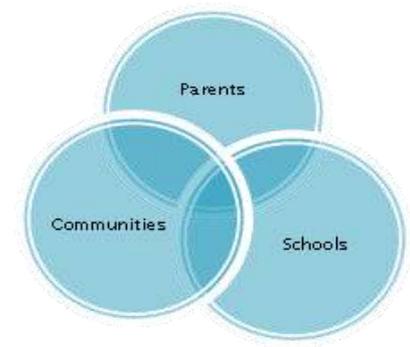
Framework Components

Grade Span	Early Childhood (PreK-TK)	Elementary and Secondary
<p>Action Area: Build Capacity</p> <p>(TYPE 1: Parenting</p> <p>TYPE 2: Communication</p> <p>TYPE 4: Learning at home</p> <p>TYPE 6 Collaborating with Community)</p> 	<ul style="list-style-type: none"> ❖ <u>Family Education/Activities:</u> <ul style="list-style-type: none"> • Parent Education Nights • Ready Set Read Literacy Workshops* School SMARTS • Family Literacy Project* • Offer workshops/information on understanding child development • Disseminate resources and information on an ongoing basis. ❖ <u>District/School Policies and Structures</u> <ul style="list-style-type: none"> • Parent Involment Policy • Parent Policy Committee • Early Learning DAC • Room Parents Respresentative • School site PTA • District and Site Websites ❖ <u>Staff Professional Learning</u> <ul style="list-style-type: none"> • Develop understanding of, and capacity to implement effective parent engagement and effective instructional practices (Early Childhood Coaching, Child 360 Coaching) <ul style="list-style-type: none"> – Administrators – Teachers – Instructional Aides –Community Liaison 	<ul style="list-style-type: none"> ❖ <u>Family Education/Activities:</u> <ul style="list-style-type: none"> • School SMARTS (Elem) • Family Literacy Project (Elem) • College Awareness workshops* • District/site based parent learning modules* • Workshops/information on understanding child and/or adolescent development • Workshops focused on English Language Development and goals for English Learners • Workshops focused on Special Education Students (My Child Too/Mi hijo también) • Presentations: New Families to the USA Educational System • Provide information of available community resources • Disseminate resources and information on an ongoing basis. ❖ <u>District/School Policies and Structures</u> <ul style="list-style-type: none"> • Parent Involvement Policy • Provide training /resources to parents serving in • District Committees (DELAC, LCAP-PAC and other DACs) • School Committees (SSC, ELAC, AA, PTA) • District and Site websites- easy access for parents ❖ <u>Staff Professional Learning</u> <ul style="list-style-type: none"> • Develop understanding of, and capacity to implement effective parent engagement strategies including Culturally Responsive Practices and Social Justice Standards <ul style="list-style-type: none"> – Administrators – Teachers – Community Liaisons – Instructional Aides – Other site staff <p>*Being developed</p>



Framework Development Timeline

2017-2018		2018-2019
Development	Date	Implementation
Develop working draft of the SMMUSD Family Engagement Framework	December-February	Refine SMMUSD Family Engagement Framework
Share with Existing Groups for Feedback: <ul style="list-style-type: none"> • Directors • Principals • Community Liaisons • Board of Education • Parent Groups 	December/April	
Meet with individual principals regarding site parent engagement plans <ul style="list-style-type: none"> • Use resources to support site implementation that includes: <ul style="list-style-type: none"> -Steps for Developing Sites' Family Engagement Action Plans -Starting Points- Inventory of site current family engagement practices -Templates for planning parent activities related to SPSA student achievement goals -Rubrics to assess parent activities 	March-May	<ul style="list-style-type: none"> • Refine site-level plans for family engagement
Implement Parent Programs <ul style="list-style-type: none"> • Family Literacy • School SMARTS • College Awareness (Middle and High school) • My Kid Too/ Mi hijo también (Special Ed Parent Sessions) 	September-March	Continue with Implementation of Parent Programs
Develop Parent Education Modules aligned with the framework components for site use.	February-June	District Parent Education Modules available for site use <ul style="list-style-type: none"> -Train staff -Support implementation of district modules



“The level of parent involvement at schools is not determined by parent interest or apathy.

The level of parent involvement is determined by whether or not appropriate **strategies and structures** are in place to facilitate the participation of parents.”

(Milbrey McLaughlin, Stanford University.)

Thank you and questions

