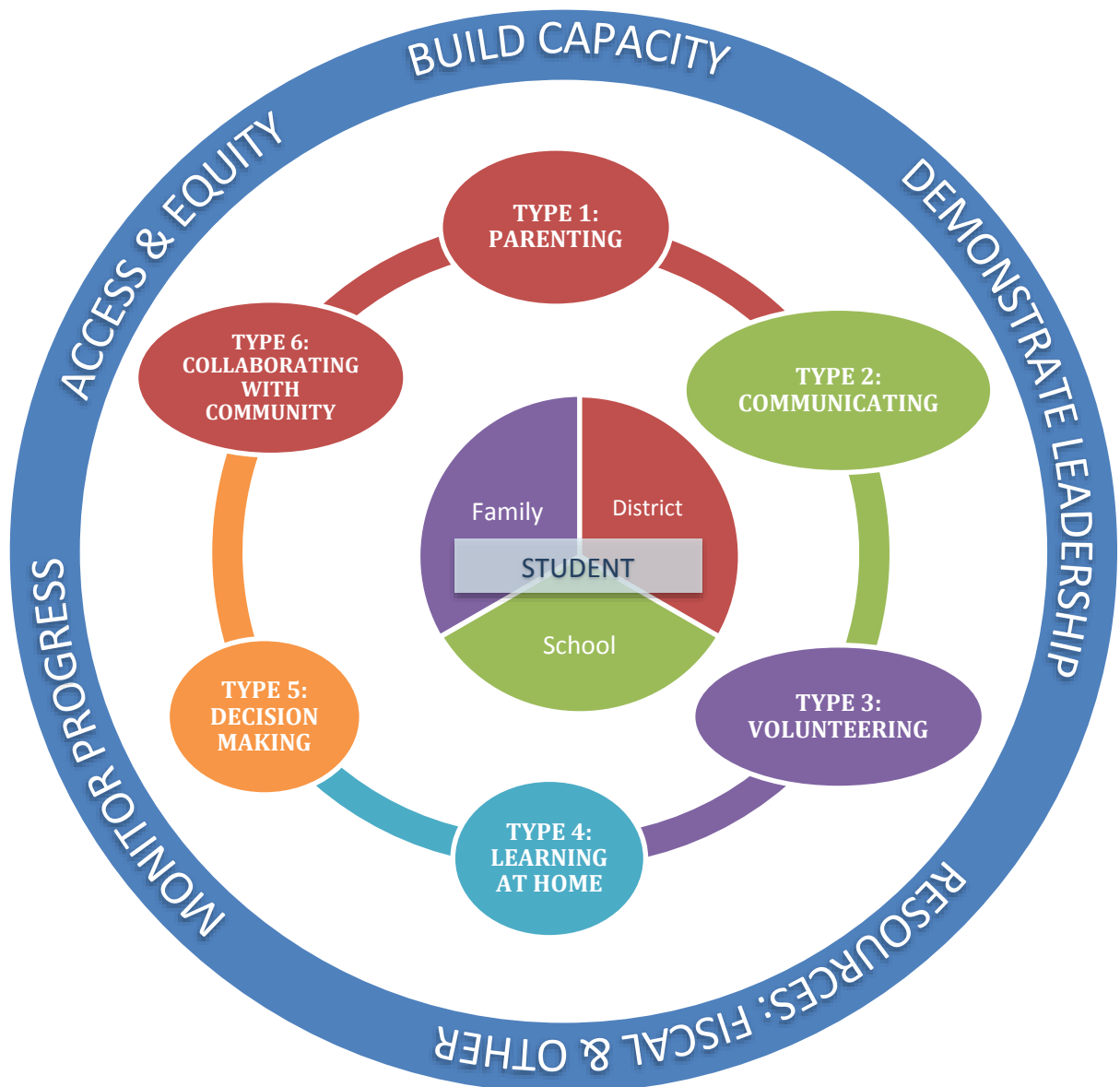SMMUSD
SANTA MONICA-MALIBU UNIFIED SCHOOL DISTRICT

Family Engagement Framework;
A Guide for Partnering with Families for Student Success

TABLE OF CONTENTS

h

Santa Monica-Malibu Unified School District
Family Engagement Framework

"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.)

INTRODUCTION

The Santa Monica-Malibu Unified School District has long enjoyed a compelling history of engaging in meaningful partnerships with parents and the broader community in support of the success of the students we serve. Our commitment to being an organization that attracts, unifies and works with our diverse stakeholders in ways that truly make a difference in the lives of children precedes many of the state and federal mandates designed to accomplish that very goal. From the creation of the community unity Liaison Program more than three decades ago, as a basis to engage the historically under-represented, to pushing advisory groups to do and accomplish significantly more than laws required, SMMUSD has always sought to connect with parents. We have done so through multiple points of connection, opportunities for participation and leadership, and the knowledge and skills needed for full access to every aspect of schooling.

Research indicates that families' involvement in the education of their children directly and positively affects educational outcomes. Building on the understanding that parents are a child's first and most important teachers, the partnership between home and school must be intentional and collaborative. There are research-based expectations for both, that conscientious district and schools should examine in the pursuit of quality family engagement. SMMUSD embraces the belief that ALL families want their children to be successful in school and all have a role regardless of the socio-economic status, racial and ethnic background, or education levels. Therefore, it is our responsibility to develop quality family, school/district and community partnerships.

WHAT IS FAMILY ENGAGEMENT?

Research shows that effective family engagement is critical to student achievement. The primary role of true family engagement is not just an "add on," or only for school-fundraising activities, but a partnership to improve student achievement levels.

Research findings show that:
- 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 to involve all families.
  (School, Family, and Community Partnerships: Your Handbook for Action Epstein, J. L., *(Second Edition*(2002).*). Corwin Press)

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
- Positive attitude towards school
- Have better social skills, show improved behavior, and adapt well to school
- Graduate and go on to postsecondary education
  (Anne T. Henderson and Karen L. Mapp, A New Wave of Evidence: The Impact of School, Family and Community
   Connections on Student Achievement, 2002)

Research also indicates that school-family partnerships will result in:
- Higher teacher morale
- Increased communication among parents, teachers, and school leaders
- More parent involvement in supporting teaching and learning
- More community support for the school
- Greater student success
  (School, Family, and Community Partnerships: Your Handbook for Action Epstein, J. L., *(Second Edition*(2002).*). Corwin Press)

As a result, of what the current research says about family engagement, as the SMMUSD works to systematically increase student achievement, it is critical that we refine our efforts to outreach to and meaningfully engage families.

CONTEXT FOR DEVELOPMENT OF FRAMEWORK

The development of the SMMUSD Family Engagement Framework is aligned with several shifts in the school district's approach to improving student achievement and grounded in Excellence Through Equity philosophy. Under the direction of the superintendent, there is an emphasis placed on shared leadership that includes engaging all stakeholders in a systemic approach to addressing student needs -- this includes family and community members. In addition, the Local Control and Accountability Plan (LCAP) include the following 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.

Additionally, these are the same goals for the school site's Single Plan for Student Achievement (SPSA). To ensure that schools' family engagement work is intentional, part of the core and not an add-on, sites are to create family engagement goals that are:

- based on the SMMUSD Family Engagement Framework and

-incorporated in the SPSA is LCAP Goal #3

SMMUSD is committed to: building the schools' and families' capacity for strong parental engagement; ensuring effective involvement of parents; supporting partnerships among district schools, parents, and the community; and improving student academic achievement through district/school-wide activities and programs. The SMMUSD framework goals and indicators provide guidance to our schools and district in developing and implementing effective family engagement practices that yield higher levels of student academic success and college and career readiness. It is based on the following research and frameworks:

• **The Family Engagement California Framework**: A tool for California School District s to aid with the engagement of families in their children's education. The framework describes 18 principles that are essential for family and community involvement. (2014)

•**School Family and Community Partnerships**: The National Network of School Partnership (NNSP), John Hopkins. NNPS research-based approaches provides guidance to organize and sustain programs of family engagement. The research supports an increase in student success in school. (Joyce L. Epstein, PHD, 2009)

CALIFORNIA FAMILY ENGAGEMENT FRAMEWORK

The California Department of Education's Family Engagement Framework is designed to provide districts, schools, families, and communities guidance as they plan, implement and evaluate strategies for effective family engagement that supports increase student achievement. As a result, the SMMUSD's framework also incorporates programs and activities for family and community members that are consistent with the State's *Family Engagement Framework*. The state has identified 18 engagement principals that are arranged within 5 action areas.

•California's Five Action Areas for Family Engagement:

Build Capacity: Capacity building for families that addresses involvement, teaching and learning

Demonstrate Leadership: Opportunities for families to develop and demonstrate leadership that addresses governance

Monitor Progress: Opportunities for families to be involved in the monitoring process that Addresses standards, assessment, and accountability

Access & Equity: Opportunities focusing on Access an and Equity for all families

Resources-Fiscal and Others: Addresses funding

In support of districts' implementation of the most effective family engagement practices the framework also:

•Provides implementation rubrics for actions in each principle.

•Includes state and federal requirements and legal citations for all schools.

•Incorporates compliance monitoring dimensions.

•Includes tools for communicating with parents.

The California Engagement Framework incorporates the research from School, Family and Community Partnerships, by Joyce L. Epstein and Associates, and is used to inform SMMUSD's efforts to engage our families. According to the work of Epstein and Associates, the family, school, and community have overlapping spheres of influence that converge with the student at the center. They have found "if the three spheres, or areas of influence interact and communicate with each other, it is more likely that students will receive common messages about student success." Their research has identified six areas, or "types" of engagement that must be addressed in any comprehensive effort to effectively partner with families with goal of increasing student achievement.

The following chart outlines Epstein's Six Types.

TYPE/Definitions	Understand	Suggested Actions
Parenting: Help all families establish home environments to support children as students.	*"Workshop"* to mean more than a meeting about a topic held at the school. It may also mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere and anytime.	•Assist families to create home conditions to support student academic achievement that support children each grade level •Offer workshops/information on understanding child/adolescent development • Provide parent academies (School SMARTS)
Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.	*"Communication"* about school programs and student progress" to mean two-way, and many-way channels that connect school, families, students, and the community.	•Encourage parents/guardians and teachers to communicate regarding students' positive behavior and achievement •Communicate in the home language if possible. •Utilize all existing communication systems to keep parents informed and engaged.
Volunteering Improve recruitment, training, work, and schedules to involve families to support school programs.	*"Volunteer"* to mean anyone who supports school goals and children's learning development in any way not just during school and at the school.	•Create a list of what parents can do in terms of volunteering or services to the school •Provide training for parent volunteers •Provide opportunities for parents who are unable to come during school day to volunteer
Learning at Home Involve families with their children in learning activities at home, including homework, and other curriculum-related activities, and individual course and program decisions.	*"Homework"* to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life. Also, encouraging, listening, reacting, praising, guiding, monitoring, and discussing – not "teaching school subjects.	•Provide academic workshops and distribute information to assist families understanding how to support student learning •Provide information on expectations, standards and how families can be involved, in an accessible language and format.
Decision Making Include parents in school decisions, developing parent leaders and representatives.	*"Decision making"* to mean a process of partnership, of shared views and actions toward shared goals, not just a power struggle between conflicting ideas.	• Ensure that Family Engagement Programs are integrated into the school's Single Plan for Student Achievement (SPSA) • Provide opportunities for families to join committees that set school policies, goals, or evaluation of programs
Collaborating with Community Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.	*"Community"* means all who are interested in and affected by the quality of education, not just those with children in the schools.	• Encourage student to participate in city youth programs/activities • Encourage families to attend city family events

Source: Joyce Epstein

Culturally Responsive Practices

The fact that there are parents/guardians in our District, who for a variety of reasons, exhibit limited involvement in the schooling of their children is indeed problematic. It is even more so, when there is an over-representation of parents of under-represented students who comprise this historically disenfranchised group. This situation becomes even more pronounced when one keeps in mind that an analysis of achievement of students in our District reveals a demographic profile that is reflective of the parental involvement demographics. It is within this context that SMMUSD has utilized the research on Culturally Responsive Teaching (CRT) to inform the SMMUSD Engagement Framework.

Just as students come to school bringing a variety of cultures, learning strengths, background knowledge, and experiences, parents also come to us with lifetimes of experiences and funds of knowledge. As a result, every family's unique family history enriches our schools and community, and must be honored and utilized as we seek to partner with our diverse families for the success of all children. Our diversity is our greatest educational asset.

CRT is necessary both instructionally and in our outreach and engagement of parents and will incorporated in to our district family engagement framework and our work with district and site staff. Five key culturally responsive practices are foundational to our SMMUSD Family Engagement Framework.

1. Building relationships and being present
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

Jessica Lavorgna, Education Development Center, Inc. (EDC)

SMMUSD FAMILY ENGAGMENT FRAMEWORK

The CDE's eighteen engagement principles, and five action areas combined with Epstein's six types of engagement form the basis of the SMMUSD Engagement Framework. Research and understandings found in CRT have been used to inform the culturally responsive practices for adults that have been incorporated into the framework as well.

SMMUSD
A Framework for Family Engagement: Actions to achieve results

SMMUSD is committed to: building schools' and parents' capacity for strong parental engagement; ensuring effective involvement of parents; supporting partnerships among district schools, parents, and the community; and improving student academic achievement through district/school-wide activities and programs.

With the goal of increasing student academic success and college and career readiness, the SMMUSD framework provides guidance to our schools and district in developing and implementing effective family engagement practices based on the CA State Framework and Six Types of Successful Engagement practices.

CA Framework Five Action Areas and Eighteen principles
1. Build Capacity (*Capacity building for families that address involvement, teaching and learning*)
   o Ensure that all principals understand and implement required and effective and parental involvement practices at their schools.
   o Establish family-friendly volunteer policies to recruit and organize help and support from parents.
   o Train parents to successfully participate in curricular and budgetary decision-making.
   o Identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.
   o Ensure staff and family access to training in effective school, family, and community partnerships.
   o Train staff, with the assistance of parents, in how to reach out to and work with parents as equal partners in their children's education.
   o Ensure that teachers and families have knowledge and tools to help students with homework and other curriculum-related activities.
2. Demonstrate Leadership (*Opportunities for families to develop and demonstrate leadership that addresses governance*)
   o Ensure that all schools have parent/family engagement programs
   o Meet requirements of state and federal law regarding family involvement.
   o Ensure parent representation on district and school committees as required by law.
   o Establish district family involvement policies and programs.
   o Involve families in advisory bodies and training strategies.
3. Resources: Fiscal and Other (*Provide the resources and staff to implement the programs*.)
   o Allocate resources and assign staff to implement the plan.
4. Monitor Progress (*Opportunities for families to be involved in the monitoring process that addresses standards, assessment, and accountability*.)
   o Ensure all schools integrate parental involvement programs into the school's Single Plan for Student Achievement.
   o Provide oversight, support, and coordination of parent involvement activities among district schools and programs.
   o Document progress of each school's implementation of its parent involvement program.
   o Assess every principal's effectiveness in establishing and maintaining school, family, and community partnerships at his/her school.
   o Develop district-wide process to track participation in parent programs.
5. Access and Equity (*Ensuring that families have full access to services/information regardless of any racial, economic, religious, and cultural background*.)
   o Ensure that critical parent information is readily available in accessible formats and languages spoken by families in the district.
   o Ensure that parent representation on committees reflects the composition of the student body.
   o Ensure that schools have a system in place with multiple strategies to facilitate two-way communication with parents and community members on a regular basis.
   Adapted from Family Engagement Framework: A Tool for California School Districts (CDE, 2014)

Six Types to Successful Parent Engagement
Type 1 Parenting: Assist families in understanding child and adolescent development, and in setting home conditions that support children as students at each age and grade level. Assist schools in understanding families.
Type 2 Communicating: Communicate with families about school programs and student progress through effective school-to-home and home-to-school communications.
Type 3 Volunteering: Improve recruitment, training, work, and schedules to involve families as volunteers and audiences at school to support students and school programs.
Type 4 Learning at Home: Involve families with their children in learning activities at home, including homework, and other curriculum-related activities, and individual course and program decisions.
Type 5 Decision Making: Include families as participants in school decisions, governance, and advocacy through school councils, committees, and other parent organizations.
Type 6 Collaborating with Community: Coordinate community resources and services for students, families, and the school. *Source: Joyce Epstein*

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

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		

Grade Span	Early Childhood (PreK-TK)	Elementary and Secondary

Action Area: Build Capacity
 	
(TYPE 1: Parenting TYPE 2: Communication TYPE 4: Learning at home TYPE 6 Collaborating with Community)
	❖Family Education/Activities:
	• 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.
	
	❖District/School Policies and Structures
	• Parent Involvement Policy
	• Parent Policy Committee
	• Early Learning DAC
	• Room Parent Representative
	• School site PTA
	• District and Site Websites
	
	❖Staff Professional Learning
	• Develop understanding of, and capacity to implement effective
	  parent engagement and effective instructional practices (Early
	  Childhood Coaching, Child 360 Coaching)
	  – Administrators
	  – Teachers
	  – Instructional Aides
	  – Family Advocates
		❖Family Education/Activities:
		• 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.
		
		❖District/School Policies and Structures
		• Parent Involvement Policy
		• Provide training /resources to parents serving on advisory committees
		• District Committees (DELAC, LCAP-PAC and other DACs)
		• School Committees (SSC, ELAC, AA, PTA)
		• District and Site websites- easy access for parents
		
		❖Staff Professional Learning
		• Develop understanding of, and capacity to implement effective parent engagement strategies
		  including Social Justice Standards
		  – Administrators
		  – Teachers
		  – Community Liaisons
		  – Instructional Aides
		  – Other site staff

Grade Span	Early Childhood (PreK-TK)	Elementary and Secondary
Action Area: Demonstrate Leadership **(TYPE 5: Decision Making)**	❖Family Education/Activities: • Provide opportunities for families to join committees that set school policies/goals and are compliant with state and federal requirements ❖District/School Policies and Structures • Parent Involvement Policy • Parent Policy Committee • Early Learning DAC • School Readiness Plan ❖ Staff Professional Learning: • Develop understanding of, and capacity to support parents as leaders including Social Justice Standards – Administrators – Teachers, Family Advocates, Instructional Aides – Other site staff	❖Family Education/Activities: • Provide opportunities for families to join committees that set school policies and goals and are compliant with state and federal requirements • Train parents to serve on advisory bodies, including-ELAC, Title I(Elem.) and SSC • Plan family engagement activities based on Single Plan for Student Achievement (SPSA) goals. • Inform parents on school site SPSA goals ❖District/School Policies and Structures • Parent Involvement Policy • District Committees (DELAC, LCAP-PAC, other DACs) • School Committees (SSC, ELAC, AA, PTA) • School Site Single Plans for Student Achievement (SPSAs) -Ensure that Family Engagement is integrated into the SPSA ❖ Staff Professional Learning: • Develop understanding of, and capacity to support parents as leaders including Social Justice Standards and Culturally Responsive Practices – Administrators – Teachers, Instructional Aides, Community Liaisons – Other site staff
Grade Span	**Early Childhood (PreK-TK)**	**Elementary and Secondary**
Action Area: Fiscal Resources **(TYPE 5: Decision making)**	❖Family Engagement Activities: • Train parents to serve on advisory bodies, including school site and district councils • Provide training on budgets and making recommendations ❖District Policy / Structure: • Local Control Accountability Plan (LCAP) ❖Site Policy/Structures: • Parent Policy Committee • School Readiness Plan	❖Family Engagement Activities: • Train parents to serve on advisory bodies, including school site and district councils • Provide training on budgets and making recommendations ❖District Policy / Structure: • Local Control Accountability Plan (LCAP) • LCAP-Parent Advisory Committee (LCAP-PAC) • DELAC ❖Site Policy/Structures: • School Site Single Plans for Student Achievement (SPSA) / ELAC, SSC ❖Staff Professional Learning: • Develop understanding of, and capacity to support parents in decision making and budgeting —Administrators

Grade Span	Early Childhood (PreK-TK)	Elementary and Secondary
Action Area: Monitor Progress and Measure Impact **(TYPE 5: Decision Making)**	❖Family Education/ Activities • Ensure that Family Engagement designed to support student learning is integrated into the Self-Assessment • Utilize parent feedback to determine the level of effectiveness of parent engagement activities • Administer and analyze Family survey to include School Readiness Plan ❖District/Site Evaluation Structure •Ages/ Stages Questionnaire (ASQ) •Desired Results Development Profile (DRDP) Survey ❖Staff Professional Learning •Develop staff understanding family survey analysis and capacity to monitor and analyze progress towards implementing effective parent engagement - Administrators	❖Family Education/ Activities • Ensure that Family Engagement designed to support student learning is integrated into the SPSA • Utilize parent feedback to determine the level of effectiveness of parent engagement activities • Administer and analyze Family survey ❖District/Site Evaluation Structure • CDE Dashboard Data • LCAP/SPSA Metrics • CAASPP • Surveys ❖Staff Professional Learning • Develop staff understanding family survey analysis and capacity to monitor and analyze progress towards implementing effective parent engagement – Administrators
Grade Span	Early Childhood (PreK-TK)	Elementary and Secondary
Action Area: Access and Equity	❖Family Education/Activities: • Encourage parents/guardians and teachers to communicate regarding students' positive behavior and achievement • Develop effective two-way communication with parents in ways that are respectful to their diverse educational backgrounds • Communicate in home language when possible • Utilize strategies to engage and interact with families that are respectful of the culturally and linguistically diverse communities we serve •Establish trusting relationships between families and the school, particularly with historically underserved populations, that lead to broader participation and representation on committees • Recruit/train volunteers so that all families know that their time and talents are welcome • Make flexible schedules to enable parents who work to participate	

*Initial stages of implementation
**Developing to be completed over summer

(TYPE 2: Communicating TYPE 3: Volunteering Type 5: Decision Making)	❖ District/School Policies and Structures
	• Parent Involvement Policy
	• Abriendo Puertas/Opening Doors
	• School Readiness Workshops
	• Family Advocates
	• Communication systems and methods to keep parents informed and engaged, (e.g. Newsletter, Blackboard Connect, phone calls, face to face conferences, district and site websites, etc.)
	• District Committees- DACs
	• Policy Committee
	
	❖ Staff Professional Learning:
	•Develop understanding of, and capacity to engage and communicate with families utilizing culturally responsive practices.
	   - Administrators
	   - Family Advocates
	   - Teachers
	   - Instructional Aides
		❖ District/School Policies and Structures
		• Parent Involvement Policy
		• School SMARTS (Elem)
		• College Awareness workshops*
		• District/site based parent learning modules**
		• Community Liaisons Program
		• Communication systems and methods to keep parents informed and engaged, (e.g. Newsletter, Blackboard Connect, phone calls, face to face conferences, district and site websites)
		• District Committees (DELAC, LCAP-PAC other DACs)
		• School Committees (SSC, ELAC, AA, PTA, AASSSG)
		• Welcoming Environment
		• Language Access Guidelines
		
		❖ Staff Professional Learning:
		•Develop understanding of, and capacity to engage and communicate with families utilizing culturally responsive practices.
		   - Administrators
		   - Community Liaisons
		   - Teachers
		   - Instructional Aides

SMMUSD is fortunate to have two key resources to assist us in our family engagement efforts. They are the Community Liaison Program and Community partnerships.

Community Liaison Program

SMMUSD understands the important role families in supporting student achievement. Based on this understanding SMMUSD is committed to supporting all families in engaging in their children's education. The district's community liaison program serves to provide direct support families to increase their involvement in their students' education. Through the work of the community liaisons, schools have engaged historically underrepresented families by creating basic structures to facilitate two-way communication that includes offering a welcoming school environment and extending multiple opportunities for families to engage in school. Recognizing the values SMMUSD commitment the districts has the primary responsibility of the community liaisons is to support the district's mission and goals by serving as the cultural and linguistic bridges that unite the school with the homes of under-participating families. It must be made clear, that while the liaisons have been hired for positions that respond to the needs of specific targeted groups, it is the expectation that the liaisons support all parents, staff and students at a site as the need arises. The liaisons' work includes:

    -Parent Outreach and Engagement

    -Increasing Student Achievement

• Parent Engagement and Outreach- the purpose of work in this area is to increase the frequency and quality of presence and connection to school of parents and/or guardians who have been historically under participatory in their children's education. There is a myriad of factors that may impact parents' limited participation in schooling process-not the least of which are linguistic, cultural, historical, or even survival based. Typical of some of the activities that liaisons are to perform in this area are:

    -Contacting and building relationships with parents and students.

    -Assisting the school in communicating with parents in culturally and linguistically respectful ways. Bilingual liaisons provide translations of school communications both oral, and written.

    -Establishing and maintaining lists of and contacts for community resources to be shared with parents as needed. In conjunction with the site administration, making referrals to community agencies and organizations for clothing, housing, health care, employment and other forms of assistance.

    -Assisting in the planning, organizing, and promoting of various meetings for parents

•Increasing Student Achievement – The most pressing issue facing the District today is the unacceptable academic performance of a number of our students. The closing of the achievement gap has been clearly identified as a fundamental priority for each employee of the District. Therefore, the work of liaisons must

also incorporate activities to support the closing of the achievement gap must be effective partnering with parents of underperforming students. Some of the activities that liaisons are expected to perform in this area include:

-Agendizing parent education opportunities on standards, instructional strategies, intervention programs, and supports for parents who participate in the groups with which the liaisons work.

-Assisting parents to access instructional supports for their children such as intervention and tutorial programs.

-Working with students as directed by the site administrator.

-Facilitating School SMARTS and other parent education workshops

Community Partnerships

The effectiveness of district-led family engagement efforts depends upon the degree to which all key stakeholders participate and work together. Families, educators, and staff share a collective responsibility in supporting students' achieving their full potential. Nevertheless, the fundamental role that the family plays remains key to children's learning. To support as many families as possible so that may effectively fulfill their role requires the participation of district groups composed of and serving families, staff, as well as community-based organizations. Each must reach out to families in meaningful ways that help parents support children's academic achievement. There are several partnerships that currently exist within and between the district and the city. The Educational Collaborative: Santa Monica College/Santa Monica-Malibu Unified, meets monthly with representatives of various district and city organizations to network, coordinate and align efforts. The mission of the Santa Monica Education Collaborative is to increase access for all students to post-secondary education and training and to ensure the success of students in this transition; to build awareness of and increase participation in Career Pathways; and to identify research-based methods for increasing resiliency in students through our collective impact.

<u>CONCLUSION</u>

The SMMUSD Engagement framework builds upon the district's long-standing tradition of promoting parent engagement and outreach, and aligns our strong commitment with the expectations and goals of the state of California. It also serves as a unifying vision and plan for action for stakeholder groups, as we work to systematically deepen and enhance partnerships with families. The framework provides the infrastructure through which strategies can be delivered, recognizing that effective meaningful partnerships with families are key to affecting positive change in student achievement.

It is the district's intention that the framework be a living document; one that guides SMMUSD's efforts to effectively engage families on behalf of the success of our students, and yet evolves and responds to the ever-changing needs of the families we serve.