



IMPLEMENTATION OF LCFF
PRIORITY 3 FAMILY
ENGAGEMENT: DISTRICT
IDENTIFIED STRENGTHS AND AREAS
OF FOCUS

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ABOUT TIDES

TIDES is a non-profit organization founded in San Diego in 2009.

TIDES partners with districts, schools, and education-focused organizations in two ways:

1. Empowers stakeholders to assess practices and transform their organization through high quality, collaborative, and responsive data-informed research studies.
2. Offers professional development for administrators and teachers in TIDES problem-based learning approach (Inquiry Designs for Deep Learning) and TIDES Learning Loop, processes for team building and systematically analyzing student data and class lessons to improve practice.

Under the direction of Janet Chrispeels, TIDES has conducted major studies of parent involvement programs for the Parent School Partnership Program of the Mexican American Legal Defense and Education Fund (MALDEF), the Parent Institute for Quality Education (PIQE), for the Migrant Education Program of Santa Maria-Bonita School District, and for the Thinkabit Lab educational outreach program of Qualcomm. In addition, TIDES has served for the past three years as the external consultant for the California Superintendents Collaborative Network led by the UC Davis Center for Applied Policy in Education.

The TIDES Team has also conducted professional development for several San Diego County school districts and schools guiding them in implementing problem-based learning and grade level and leadership team development.

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EXECUTIVE SUMMARY

In November of 2019, California school districts, county offices of education, and charter schools submitted a self-analysis of their implementation of State Priority 3: Parent Engagement as part of the requirement of Local Control Funding Formula (LCFF) legislation. There were two key parts to a self-reflection tool LEAs and charter schools were to use: 12 question survey to rank themselves in three major areas: Building Relationships between School Staff and Parents, Building Partnerships for Student Outcomes, and Seeking Input for Decision-Making. In addition, respondents were to write a paragraph that highlighted their strengths, needs, and focus area for improvement in each area. The overarching purpose of this report is to present a descriptive understanding of how a sampling of districts across the state reported they are implementing Priority 3 of the Family Engagement component of LCFF.

This report presents a qualitative analysis of the narrative descriptions drawn from a purposeful stratified sample of 248 elementary, high school, and unified school districts from all 11 educational regions. In addition, narratives from eight county offices of education noted for implementing promising programs or approaches were also analyzed. (See Appendix B.) Twenty-four districts that were identified by PON, the California Department of Education, and other partners as having promising practices were also analyzed in detail. (See Appendix A.) Some strengths were only identified by a few districts, nevertheless, these were noted as a way of identifying approaches and practices that others may learn from.

TAKE-AWAYS AND KEY FINDINGS

Three Important Take-aways Emerged from Analyzing District Narratives

1. Districts are working in multiple ways, including providing professional development, increasing partnerships with families, stimulating family engagement, and reaching out to underserved families.

Nevertheless, districts identified more work that needs to be done to be more successful.

2. Focus on professional development that addresses bias and inequities in educational policies and practices that limit family engagement and student achievement of underserved families;
3. Ensure that all family engagement activities focus on short or long-terms student outcomes.

Narrative 1: Building Relationships between School Staff and Families

Narrative 1 data revealed that [the primary strength districts listed was the parent education programs](#) offered by the district, individual schools, or outside agencies. The majority of workshops focused on academic topics and involved multiple sessions, such as those offered by district-sponsored Parent Universities. Districts also mentioned long-standing traditional activities such as open-house or back-to-school nights, fun fairs, parent-teacher conferences, sporting events, and student productions. These activities bring families to school campus and help them become acquainted with school programs, expectations, and how they can participate.

Another key strength noted was the establishment of resource centers and the forming of partnerships with county agencies to meet social, emotional, and physical resources needed by families. From their descriptions, it is less clear how these activities and programs build staff relationships with families or how teachers are involved in ways that affect student outcomes.

Four noteworthy trends being implemented by a few districts that may enhance staff-parent relationship are:

- Establishing [Academic Teacher-Parent Teams](#), with support from WestEd
 - Exploring digital tools to [facilitate two-way communication](#)
 - [Developing parents as leaders and ambassadors](#) to connect underserved families with teachers
 - Increasing [parents' understanding of their legal rights](#) and how to advocate for their children
- Expanding these trends may help districts meet their biggest challenge of reaching all families, especially the underserved, as well as connecting parent engagement activities to outcomes.

Narrative 2: Developing Partnership for Student Outcomes

Two significant findings from Narrative 2 district strengths data are (1) providing professional development for administrators, teachers, and classified staff, and (2) hiring parent engagement staff at district and site levels. The professional development focused primarily on helping staff learn how to partner with families and develop their understanding and appreciation for family strengths, language, and culture. A few districts were also beginning to address equity issues, including looking at bias in instructional practices and policies. In discussing the professional development or staff hiring, districts did not make any explicit connections to student outcomes. Nevertheless, the trend being set by a few to address equity as well as implement culturally responsive practices could build the partnerships with parents and students that is needed to address the gap in outcomes for diverse underserved students.

Districts indicated that their greatest need and area of focus was to address inequities and bias and build strong partnerships with underserved families. Overall, the information provided in Narrative 2 is very promising and suggests a potential turning point in Family Engagement that could significantly enhance student outcomes if this work is highlighted and supported.

Narrative 3: Gathering Input for Decision-making

Having committees required by state and federal policies for receiving funds were cited by districts as their greatest strength in Narrative 3. These committees were identified as forums for gathering input for decision-making. Districts also noted establishing non-required committees as a way to include underrepresented groups, such as Native Americans, African Americans, Mixtec, Punjabi, and students, or to fulfill special functions such as bond oversight. An observed trend in a few districts was the establishment of Family Engagement Teams. These non-required committees are active participants in giving input to the LCAP plan. Surveys, forums, focus groups, and community and school events were cited as the ways districts solicited input in general from parents, staff, students, and community members.

Districts reported that the primary need and area of focus was finding ways to engage underserved groups in giving input and participating in decision-making. However, a companion need was to provide more training for principals and school staff in how to effectively involve parents in decision-making. Evaluating family engagement programs was also a need.

RECOMMENDATIONS

A number of recommendations are in the body of the report. Four deserve special mention that seem most relevant to accomplishing the goals of LCFF Priority 3.

- Take steps to have *courageous conversations* needed to address inequities and systemic bias in educational policies and practices.
- Ask parents and students how they want to be engaged and then adopt their recommendations.
- Explore the feasibility of the Dual Capacity-Building Framework as a guiding model for reaching district and LCFF goals (CDE Family Engagement toolkit is an available resource).
- Slightly modify the self-reflection tool to assist districts in focusing narratives by identifying 1-3 strengths or actions recently taken to specifically build staff-parent relationships; create partnerships for student outcomes; or facilitate input or engagement in decision-making and a planned action step to address a need in each area.

INTRODUCTION

TIDES, Transformative Inquiry Designs for Effective Schools, a non-profit educational research and professional development organization based in San Diego, CA was asked by Araceli Simeón, Director of the Parent Organization Network (PON), a project of Community Partners, Los Angeles, CA, to analyze a sample of school district and county office of education narrative reports. These narratives were submitted as part of each district's self-reflection of its progress in meeting Local Control Funding Formula (LCFF) State Priority 3: Parent Engagement. LEAs were to use a self-reflection tool to consider and identify their progress, successes, needs, and areas of growth in family engagement policies, programs, and practices.

This report summarizes the Self-Reflection Tool for Priority 3: Parent Engagement narratives across a purposeful stratified sample of 248 school districts drawn from each of the 11 Regions and 8 county offices of education identified by the California County Superintendents Education Services Association (CCSEA). Districts wrote a paragraph for each topic (Building Relationships between School Staff and Parents, Building Partnerships for Student Outcomes, and Seeking Input for Decision-Making) describing key strengths, progress, needs and areas of focus. The purpose of this report is to provide PON and the key parent engagement leaders in California-with a sense of how districts are working to meet the needs of families, fulfill the Family Engagement LCFF Priority 3, and identify gaps and areas where districts may need more support.¹

Process Used in Selecting Districts and Number Selected

After discussions with PON, the TIDES team decided it was best to choose a purposeful, stratified sample of districts from each region. Within each region, all three types of districts were selected: elementary, secondary or high school, and unified, with attention given to selecting rural, suburban, and urban districts. A larger sample size was selected in more populous regions. In particular, urban districts with significant populations of underserved students are slightly over-represented. Narratives of twenty-four districts that were identified by PON, the California Department of Education, and other partners as having promising practices or approaches were also reviewed and included in the sample. These districts included those participating in the state's *Community Engagement Initiative*. A detailed analysis of the narratives of these 24 districts is included in Appendix A. A total of 248 school districts were finally selected (95 elementary, 29 high school, and 124 unified; see Appendix B). For the county office of education narratives, only the eight county offices identified as providing promising practices in their court and community schools were reviewed.

Approach to Reviewing the Narratives

Initially, the TIDES research team selected a sample of 5 school districts to analyze the narrative data and identify emergent topics or themes. Each member of the team read the same five

¹ Throughout the narrative analysis we provided rough estimates of the number of districts that noted a particular activity. These numbers should be considered only an estimate because similar programs or actions were sometimes referred to by different names. We tried to take account of that, but no doubt miscounted a few programs. Our efforts to do some counting was to help us and readers understand potential emerging trends and see both patterns and the many unique activities across districts.

narratives and analyzed them by narrative topic or theme. Then, the team met via Zoom to discuss and share their analyses and compare similarities and differences in coding the data. There were more commonalities than differences in coding, and the team agreed to organize the data by the four dominant themes that emerged, which align with the 3 narrative topics; however, they reflected slightly different foci. Two additional themes were also identified. The five themes are (1) parent education, (2) staff professional development and engagement, (3) input to decision making, (4) external partnerships, and (5) two-way communication. The last two fall within Narrative 1; nevertheless, they were explored separately to ensure they were adequately documented. In preparing this final report, we included external partnerships and two-way communications as part of Narrative 1.

In coding the data, within each theme, the following significant subcategories were noted.

- Parent Education:
 - Typical parent-teacher interactions (e.g., parent-teacher conferences, open house, back-to-school night)
 - Parent workshops offered by school staff or special guest speakers (e.g., family literacy or math nights, STEM/STEAM workshops, career and college nights at high schools)
 - Multi-session and multi-tiered programs offered by schools or districts typically referred to as Parent University or Family University or Academies
 - Special, multiple-session programs offered through other agencies (e.g., PIQE, Latino Literacy Project, etc.)
 - Workshops on legal rights and advocacy
- Staff Engagement and Professional Development:
 - Major topics covered by professional development
 - Staffing to support family engagement both at the district level and at each site
- Decision-making and seeking input :
 - Required committees
 - Special committees, including Family Engagement Teams
 - Surveys as a tool for input
 - Other formal and informal avenues for input
 - Efforts to engage underrepresented families
- Partnerships and Two-way Communication:
 - Establishment of resource centers
 - Special collaborations with county offices of education
 - County government agencies or university partnerships to meet mental health needs
 - Use of social media, websites, and other technology tools to promote two-way communication.

Within each narrative, LEAs were asked to “Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.” In coding the data and preparing the report, we noted strengths, needs, and areas of focus even if only a few districts cited them. We did this for two reasons: 1) the responses demonstrate the wide range of efforts being made; 2)

the strengths listed may provide important ideas or models for other districts. In reading the narratives, we observed that some districts described a need and not a focus area; therefore, we present these statements of need as distinct from those that more clearly reflected a focus area or planned action. We also found that many districts did not describe a need or a focus area.

ANALYSIS OF DISTRICT NARRATIVES

NARRATIVE 1: BUILDING RELATIONSHIPS BETWEEN SCHOOL STAFF AND FAMILIES

Overview

The information presented in Narrative 1 provides insights on how districts think about relationships between school staff and families. In general, most districts described their strength as providing parent education so that parents can support their children’s learning and development at home (a focus of LCFE Priority 3) with no mention of building relationships with staff. Trend: Districts primarily articulated their strengths in terms of workshops offered to parents by the school or by outside agencies. Significantly, a few districts in every region mentioned ways they are working to enhance relationships through partnerships and by fostering two-way communication. The data are organized into seven major categories of strength, followed by identified needs and area of focus.

Primary Areas of Strengths Identified by Districts in Narrative 1

Traditional School-Family Connection Events

Although not mentioned by every school district, districts in every region noted traditional events such as parent-teacher conferences, open house, or back-to-school nights as ways used to build relations with families. **Trend: Several districts also mentioned efforts to make these interactions more meaningful.** Examples include shifting parent-teacher conferences from a verbal report card to goal-setting and ways to achieve student learning outcomes through teacher and parent partnerships. A program offered by WestEd called Academic Parent-Teacher Teams was cited by a few of the districts as a process for helping teachers learn how to have more meaningful parent-teacher conferences focusing on academic and curriculum discussions with multiple parents 3 times a year. These meetings were in addition to the one-on-one conferences with parents. The narratives also described using fun events, family nights, family lunch time, or morning breakfasts at school as ways to build positive relations with families. Coffee with the principal is another way schools reach out to hear parent questions and concerns and make connections to school leaders.

Typical Parent Education Workshops and Family Nights

Parent education offered by schools to help families better understand school programs is a long-standing practice. Many of these workshops in the past have been organized by PTAs or PTOs, who still play a role in many schools. **Trend: The scope and range of these workshops has expanded and specialists such as a literacy, math, bilingual coordinators, or counselors now often play a critical role in organizing and conducting parent education workshops and**

Family nights. They may be a one-session presentation (during the day or evening) or may extend over three or four sessions. A variety of topics were listed across the narratives such as literacy, family math, STEM/STEAM, technology (e.g., how to navigate schools parent portal), educational standards and expectations, social emotional learning, bullying, vaping and smoking, physical or mental health of teens, and college/career readiness. The intent of most of these workshops is to provide information on how parents can support learning at home.

Parent Universities/Academies

Parent/Family Universities or Academies were mentioned by 35 school districts (14%) that have implemented them as a way to engage families and offer parent education as a formal class as opposed to a workshop session or two. Completing a class may include graduation ceremonies and certificates/diplomas at the end of the classes. Courses often include parent leadership, positive parenting, college and career, how to support and advocate for their children, citizenship, English as a Second Language, and others. **Trend: Family universities and academies are growing and are especially designed to motivate parents and encourage their own educational development. A few districts offered multi-tiered programs with a strong emphasis on leadership development and included “Dual Capacity” modules for both staff and families.**

Parent Legal Rights and Advocacy

Informing parents of their legal rights and encouraging them to be advocates for their children is a component of LCFF Priority 3. This topic was not extensively mentioned in the narratives. Forty-eight of the 248 (19%) districts said they were offering workshops, and 26 (10%) said they need or plan to address this issue. It is important to note that legal rights and advocacy are topics that are covered in some parenting programs offered by Parent University programs or by outside agencies such as the Parent Institute for Quality Education (PIQE).

Trend: Seven districts (3%) have developed Ambassador programs or Buddy Families programs, in which parents are trained to greet newcomers and help them navigate the school and district educational systems. Although not directly focused on parent’s rights, these programs can represent an important first step. In addition to advocacy workshops, several districts described efforts to address equity and bias issues in their districts through staff development as well as parent workshops. One district noted that 125 parents, board members, and staff had attended a workshop on *Courageous Conversations*.

Parent Organizations

Parent Teacher Associations and Parent Teacher Organizations, which have long played a role in providing parent workshops, developing parent leaders, and in linking parents to both teachers and the administration, were cited in some district narratives. **Trend: A few districts cited new groups organized by diverse parents that have been established in some districts to promote parent leadership and effective partnerships with the district, schools, families, and community.** Groups such as Parents as Leaders (PALs), Parents On a Mission (POM), and Padres Unidos have been successfully providing staff and parent training, family mentorship, and working collaboratively with district and community leaders to improve their schools and districts.

Parent Education Offered by Outside Agencies

Seventy-two districts (29%) indicated they are partnering with outside organizations and agencies to offer parent education workshops. Generally, these organizations provide a series of sessions around a theme. Some programs were offered or were available in almost all regions. Others appeared to be offered in one part of the state but not noted in other parts. The following list indicates the rich array of programs that were mentioned.

- PIQE - 16
- Latino Family Literacy Project - 11
- CAFE - 9
- AVID - 8
- Parent Project & Trainer of Trainer's Parent Project - 5
- School Smarts - 4
- Father Engagement Program - 3
- Jump Into English, La Familia (ESL classes for parents/families) - 3
- Parent leadership programs: Project 2 Inspire, Padre Unidos, Parent Leadership Training Institute (PLTI) - 5
- Seven Habits Workshop Series - 2
- Love & Logic - 2
- Realizing the Academic Dream (RAD) - 1
- Student Success Academies - 1
- FACTOR (Families Acting Toward Results) -1
- Student Attendance Review Board parent course - 1

Trend: In addition to these programs, it is also important to note that several district narratives cited partnerships they had formed with county offices of education or county social service agencies to offer a series of workshops primarily on parenting or on topics such as nutrition and wellness, mental health, social-emotional development, and drug use issues. Partnerships were also mentioned with two universities: Parent Empowerment Program (UC Merced) and UC Berkeley.

Family Resource Centers

Another action noted in Narrative 1 was the establishment of family resource centers. Some of the centers are district based or formed in partnership with community resource centers. In other cases, districts have helped schools establish and staff site-based family resource centers. **Trend: District, community, or school centers were not only used as places where parents could gather, attend workshops, and learn, but also where parents could collect needed clothing and food supplies. They are a testament to the ways districts are trying to meet the needs of the whole child as well as address the ever-increasing poverty in American communities.**

Needs in Narrative 1

The following topics were presented as recognized areas of need. These may become areas of focus for the districts, however, it was unclear from the way they were written that any action was intended.

- *Lack of parent participation and ways to support families and home learning* - 57 Districts (23%)

Districts reported there was a need to:

- Increase coordination of services and resources for diverse families including African Americans, English learners, Special Ed, and Migrant - 26
 - Make schools more welcoming and accessible, especially to diverse families - 8
 - Support families in understanding legal rights and advocacy - 7
 - Follow-up on P-T conferences, open house, surveys, and meetings, and collaboratively work to ensure these interactions reflect meaningful engagement, access, and equity - 5
 - Be more consistent, systematic method of sharing information, streamline communications, ensure parents can access and understand digital resources - 6
 - Provide parent leadership training, which parents say they want - 2
 - Design parent academies/programs to meet needs of underserved, diverse families - 1
 - Establish mentoring programs for underserved students and their parents -1
 - Address needs of families affected by fires - 1
- *Explore policies or programs for teachers to work together to support improved student outcomes* - 2 Districts

Areas of Focus or Plans in Narrative 1

Districts briefly described four major focus areas. The two areas mentioned most frequently were plans to ensure they were reaching all subgroups and cultivating collaborative cultures. Two topics receiving the most mentions were ensuring families understood their legal rights and offering workshops on learning standards and expectations. The main topic in cultivating a collaborative culture was bringing parents, teachers, and staff together to design, implement, and evaluate parent engagement programs. Only 50 (20%) of the 248 district narratives mentioned an area of focus; nevertheless, Narrative 1 responses on strengths reflected considerable action on the part of districts to assist parents in supporting their children's learning at home.

- *Customize learning programs and resources for parents that ensure reaching all subgroups* - 22 Districts (8%)
 - Legal rights - 8
 - Offer workshops on grade level standards, expectations, required student outcomes, and curriculum content - 6
 - Launch a Parent University - 2
 - Partner with Hispanic male community members to launch mentoring and tutoring programs - 2
 - Host African American nights - 1
 - Address social emotional learning - 1
 - Establish a wellness center at every site - 1
 - Bring PIQE to more sites - 1
- *Cultivate collaborative cultures* - 14 (6%) Districts
 - Collaboratively design, plan, implement, and evaluate parent engagement programs
 - Improve communications with teachers; ensure college and career readiness

- *Find better ways to increase attendance at parent workshops* - 9 (4%) Districts
 - Ensure information is appropriate and relevant for underserved groups (SPED, homeless, foster, other significant populations)
 - Provide access to resources, toolkits, technical support, and staff
 - Pilot new family engagement programs; use research-based practices
- *Support parent leadership development* - 6 (2%) Districts
 - Trainer of trainers to expand parent training and support community organizing
 - Use CAFE or county offices of education Family Engagement Network training
 - Host parent field trips

NARRATIVE 2: BUILDING PARTNERSHIPS FOR STUDENT OUTCOMES

Overview

The predominate strength in Narrative 2 centered on professional development being provided for staff (i.e., administrators, teachers, classified staff) to build partnerships with families for student outcomes. A second theme that emerged was hiring staff to provide increased outreach to underserved families. The underlying assumption in both of these themes seemed to be that student outcomes would be improved; however, few narratives mentioned a link, either immediate or long-term, between actions and student outcomes. The information is organized by the two major strengths and parallel needs and areas of focus.

Strengths in Narrative 2 Responses

Professional Development for Administrators, Teachers, and Office Staff

In *Building Partnerships for Student Outcomes*, professional development was the predominate district strength mentioned. Districts presented their primary efforts as giving faculty the tools for building partnerships. **Two significant trends emerged from the analysis of the narratives: professional development focused on (1) helping staff learn about the strengths, culture, and language of their diverse families as a pathway for developing positive relations, and (2) addressing issues of equity and bias.**

- *Developing Positive Working Relationships with Families* - 101 Districts (41%)
The following summary of this category illustrates the type and range of efforts districts are making to work with families, with 41% indicating they were engaged in professional development to enhance working partnerships with families. Topics mentioned included:
 - Professional development on how to reach out, communicate, and work with parents as equal partners (parents did part of the training for staff in one district; in another, cabinet and principals trained staff) was reported by 41 districts.
 - Annual training on conducting effective meetings, rights and responsibilities, and how to engage parents in active conversations about data, finance, and student outcomes - 10
Many other districts may be providing the required training and did not mention it because it is often quickly done at the first meeting of the ELAC or DELAC committee meetings. A few districts reported focusing on training administrators in how to work effectively with parents on committees.

- PD for new teachers on resources available to build partnerships with parents and meet needs of families - 2
 - Weekly school staff meetings on how to best partner with underrepresented families - 2
 - Solution Tree's Professional Learning Communities on partnering with families - 1
 - Training for bilingual liaisons on engaging with families - 2
 - Development of Family Teacher Teams - 1
 - Conducted *Love and Logic* workshops (3) or Capture Kids Hearts training (6) to develop staff capacity to connect well with students and build strong cultures within the classroom, and in this way build better relations with families.
 - County Office of Education and English Learner Collaborative training – 4
- *Understanding Family Strengths, Culture, and Language* - 68 Districts (27%)
 This theme is one districts were to comment on in their narratives. Districts that have engaged deeply in culturally responsive instruction are addressing equity. However, the quality and the depth of the professional development is important.
 - Understanding language, culture, and strengths of diverse families (two districts mentioned using an Anti-Defamation League program) - 28 (11%)
 - Training to meet the needs of special education students and families - 5 (2%)
 - Professional development in Restorative Practice/Justice (for teachers and families in some cases, with one district in partnership with UC Berkeley) and learning how to deal with aggression were cited - 17 (7%)
- *Addressing Issues of Equity and Bias* - 18 Districts (7%)
 An important theme that emerged in the Building Partnerships narratives was districts citing the professional development they were providing to address inequities and bias in relationships with families. Although not a high percentage of districts said this was a focus, given the growing recognition of institutional racism and the subsequent inequities in student outcomes, this work seems significant and deserves attention and support.
 - Four districts indicated they were addressing issues of equity and inequities as a districtwide focus with extensive training being provided to administrators, teachers, staff, and parents. Most noteworthy were districts such as Mill Valley and Oakland (see Appendix A for more details).
 - Two districts mentioned doing data equity walks of classrooms with the principal leading parents. Time is allotted after the observations for discussion. (Note: Covid19 has made teaching, and the disparities in teaching, even more visible to the public.)
 - As noted in the decision-making narrative, several districts have established advisory committees to engage underrepresented groups such as African Americans, Native American, Asian, Pujabi, Mixteco. Others described the creation of equity commissions or committees.
 - A few districts mentioned participating in community or county office of education equity meetings or summits and are exploring unconscious bias.
 - One district is engaged in an equity audit.
- *Supporting Staff Learning About Trauma, Poverty, and Social Emotional Intelligence* - 36 Districts (14%)

- Understanding poverty was mentioned as helping staff to better understand homeless students as well as other social emotional and behavioral issues in their classrooms (e.g., a *Safe Haven* district designation to protect immigrants, Bridges Out of Poverty from Ruby Payne) - 6 (2%)
 - Trauma Informed Care training to help staff understand the impact of trauma on student learning was mentioned - 9 (4%)
 - A district strength was focusing on PBIS and MTSS to provide support and build trusting relations with families and students in social-emotional and academic areas - 15 (6%)
 - Professional development in social emotional learning emerged as a cited strength; it was also mentioned in the parent education narrative as being offered to parents as well; in one district, teachers are piloting a social-emotional learning curriculum - 7 (3%)
- *Implementing Family Engagement Frameworks* - 30 Districts (12%)
The narratives reviewed mentioned as a strength their work to implement one of the major family engagement frameworks to guide their work. Understanding how these frameworks are enhancing partnership work and supporting student outcomes will be important to document in the future.
 - California Family Engagement Framework, including establishing a Family Engagement Team, linking with County Family Engagement Network, adapting previous initiatives with new LCFF initiative - 12
 - Workshops on Karen Mapp's *Dual Capacity Building Framework* - 3
 - Joyce Epstein's *Six Types of Involvement* - 3
 - FACE Initiative - 2
 - Parent Project - 2
 - Training on parent engagement best practices - 6
 - Teachers develop research-based activities and actions to build relationships - 1
 - Continuous-Based School Improvement program being implemented - 1
- *Customer Service Orientation for Office Staff and Community Liaisons* - 14 Districts (5%)
 - Establishing a welcoming environment, positive communications, cultural proficiency, and customer service.
- *Other Areas of Professional Work and Development* - 14 Districts (6%)
 - Teachers reach out to students needing extra support - 6
 - Use Speak Up survey to plan programs; train principals on using surveys - 2
 - Outreach Coordinators meet with principals and site coordinators twice annually to monitor engagement goals, set new ones, and share resources with each site - 1
 - Administrators and counselors meet with parents and students on progress - 2
 - Three-year training on providing support to English learners - 1
 - Interest-based, problem-solving training - 1
 - SEAL (Sobrato Early Academic Language): TK-6 training on how to engage parents in problem-based learning at home - 1

Staffing for Building Partnerships

To support administrators and teachers in building partnerships for student outcomes, narratives in many districts indicated a range of staff were being hired. From the narratives, it is not

possible to know if these positions represented certificated or classified staff, full time or part time. At the district level, most likely they are full time. Hiring staff that speak the diverse languages of the community is often essential in building the bridges to underrepresented communities. Another category of staff being hired were those who have a background in social work, experience in engaging diverse families, or skills in managing resource centers. The positions filled also suggest districts are hiring additional staff to meet the needs of diverse families (e.g., English learners, homeless/foster families, and special education). The next two sections describe the types of staff positions indicated at the district level or at individual school sites and the number of districts in the sample of 248 districts who reported this action.

- *District Staff Positions* - 52 Districts (21%)
 - Family Engagement or Involvement Specialist focused on outreach to underserved and coaching of site specialists - 17
 - Spanish bilingual community liaisons to coordinate district activities, support sites - 17
 - Communications, Community Outreach, PR/Volunteer Coordinators - 9
 - District Care team or resource team to support sites - 3
 - Director for FACE - 3
 - District social worker, bilingual - 3

- *Site Level Staff Positions* (staffing these positions often required districts/schools to hire 5 to 30 positions depending on size of the districts) - 90 Districts (36%)
 - Parent involvement or engagement specialists, facilitators - 34
 - Translators/interpreters, bilingual liaisons, English Learner Support & Assessment Technicians - 32
 - Counselors - 10
 - Resource Center or Welcome Center coordinators - 5
 - Social workers - 5
 - FACE liaisons - 2
 - Student/family engagement technicians - 2

Needs in Narrative 2

- *Address Issues of Inequity and Bias Towards Diverse Families* - 43 Districts (17%)
 - Lack training and understanding of strengths, language, and culture of families or of cultural competence and responsive practices
 - Understanding the social-emotional effects of trauma/poverty on learning - 11
 - Learning about Native American heritage and culture - 3
 - Exploring unconscious racial bias in classroom and instructional practices - 3

- *Improve Staff Capacity to Partner with Families* - 16 Districts (6%)
 - Implement Dual Capacity Parent Engagement model (Mapp) - 1
 - Raise teacher expectations of special education and underserved students - 1
 - Use all resources available in secondary schools to build relations with families - 2
 - Limited professional development provided on family engagement - 2
 - More support and training in effective committees and decision-making and including underrepresented families - 4

- *Ensure Effectiveness and Efficacy of 2-way Communication* - 4 Districts (2%)
 - Learn more about families to improve communication
 - Lack of technology training for teachers, students, and families - 2
 - Provide timely information for parents and students on outcomes to take collective action
- *Increase Staffing* - 2 Districts (.8%)
 - More bilingual staff

Areas of Focus, Plans in Narrative 2

- *Professional Development to Address Inequities* - 38 Districts (15%)
 - Training on family strengths, languages, and cultures, and cultural responsiveness - 31
 - Training on equity practices and how to analyze non-equitable instruction - 4
 - Training in Courageous Conversations - 2
 - All staff attend countywide equity summit - 1
- *Build Strong Partnerships with Underrepresented Families* - 30 Districts (13%)
 - Set goals and train staff to work with all underrepresented families - 21
 - Use Special Education Model in working with underrepresented families - 2
 - Research how to build staff capacity to partner with families - 1
 - PLCs will focus on parent engagement - 1
 - Implement Mapp Framework - 1
 - Share research on parent engagement - 3
 - Fully implement MTSS integrated with parent engagement - 1
- *Other Areas of Professional Development* - 16 Districts (6%)
 - Enhance 2-way communications; training on Aeries - 5
 - Effective meetings - 3
 - Professional Learning Communities - 1
 - For principals - 1
 - Revisit Customer Service training to meet needs of diverse families - 3
 - Strengthen ELD program and data collection - 2
 - Capturing Kids' Hearts Program - 1
- *Hire Staff* - 3 Districts (1%)
 - Increase translation services - 1
 - Hire for diversity - 1
 - Family Community Engagement Specialist at each site - 1

NARRATIVE 3: SEEKING INPUT FOR DECISION MAKING

Overview

District and Site committees, many required by federal and state policy, were a predominate strength in Narrative 3 as a way to involve and gather input from stakeholders. A Trend in this narrative was the establishment of a wide variety of non-required advisory committees for underrepresented populations such as Native Americans,

Mixtec, African Americans, Koreans, Asians and Pacific Islanders, and Punjabi. Surveys are the mechanism by which most districts (42%) gather input from stakeholders. Some districts also cited the creative ways they use a variety of formal and informal gatherings to solicit input from families. Providing training for those serving on committees was not a predominate theme in the strength's component. Information from Narrative 3 is organized by the following topics: Strengths, Needs, and Areas of Focus.

Strengths Identified in Narrative 3

Input from Advisory Committees

Across the 11 regions, 187 districts (75%) mentioned in the Decision-Making narrative that they had the committees required by state and federal funding policies such as District English Language Advisory Committee (DELAC), Migrant Education Advisory Committee, Title I Advisory Committee, and the Parent Advisory Committee (PAC) often referred to as Local Control Accountability Planning committee (LCAP). Also mentioned were the school level counterparts of these district committees: English Language Advisory Committee (ELAC), Title I Advisory Committee, and School Site Councils (SSC). Parent Teacher Associations or Organizations (PTA/O) were also listed by many districts as important groups that give input to decision-making at both district and site levels. A few districts have Special Educational Advisory Committees.

Trend: The majority of districts also mentioned one or more advisory committees specifically established to provide input from special populations such as Korean, Asian, Pacific Islander, Native American, Hispanic, Mixtec, African American, Punjabi, Special Education, and secondary students. The establishment of these committees reflects that many of the required district committees were not encompassing the diverse populations that districts serve. Several secondary districts noted as a strength increasing the involvement of students on existing committees, the establishment of special workgroups comprised of students and members of district departments, or the establishment of committees composed just of students to meet with and advise the superintendent.

In addition, committees to address a special need were also listed such as bond oversight, boundary changes and school closure, Portrait of a Grad committee (a broad-based community-wide committee including students and recent graduates), It Takes a Village committee, and school readiness committees. **All of these formally established groups can and are providing input into the LCAP process.**

Another emerging trend is the establishment of District Family Engagement Teams or Family Partnership Teams. Twelve districts indicated they have formed these teams, which are composed of district and school leaders, teachers, family engagement staff, parent and community leaders. Their purpose is to guide the design, implementation, and evaluation of family partnership initiatives, including staff development and parent education. Three of the districts have implemented family engagement teams at the school level.

In addition, school-based committees such as SSC or ELAC are also being tapped to provide input to the LCAP plan as well as each schools' SPSA plan. In one district, the LCAP committee

and district leaders made presentations to all 46 schools to present the LCAP plan and goals and solicit input from each school site. Since school sites are critical in accomplishing many of the LCAP goals, this type of outreach and two-way communication seems essential.

Tools for Gathering Input into Decision-making Process

Discussions by diverse stakeholders at the many advisory committee meetings primarily shape the formation of the LCAP plan or the SPSA plans at school sites. Nevertheless, these committees and district staff also rely on three other types of input to guide decisions: formal surveys, district staff and student data, and informal data gathering approaches.

- *Surveys*

Forty-two percent of the district narratives indicated using surveys to solicit input as a strength. It is important to note that the other districts may also be surveying their stakeholders, but it was not mentioned in the narrative. A wide variety of surveys are being used by districts ranging from state surveys (i.e., the CA Healthy Kids Survey and a new LCAP survey) to instruments developed by for-profit and non-profit companies, such as Hanover Research, Thought Exchange Survey, Talk-Back Survey, and We Survey by Successful Practices Network. It seems that some districts are surveying all stakeholders, including community members, and others use a more targeted approach just surveying parents and students. **Common Challenge: Low response rate for surveys is a challenge several districts mentioned.** A few districts described how they are using a variety of means to increase response rates, such as distributing surveys to parents after parent-teacher conferences, having surveys available at back-to-school nights or fun family events, opening up school computer centers for parents to complete online surveys, and providing both online and hard copies of surveys in primary language of families.

- *Informal and In-person Strategies*

Trend: The second type of input that districts garnered was oral opinions and concerns collected from stakeholders during regular or special meetings such as community-wide forums or focus groups. In addition, informal gatherings such as superintendent or principal coffees/*cafecitos* (or teas if Asian parents), PTA/O roundtables, and booster club meetings were reported as being used to solicit input. It is not clear from the narratives how the input is recorded or used other than in a general way of leaders hearing concerns and issues.

Trend: The narratives indicated that schools have found that they have higher attendance at special family fun events, student performances or sporting events, or during Parent-Teacher Conference week. Thus, they use these events to solicit both formal surveys from parents as well as informally gather concerns, ideas, and suggestions because there is usually good attendance.

The use of these informal events is particularly noted in reports from small districts in rural areas, where transportation and travel time is always more difficult, and it is important to maximize the opportunities for gathering input. Schools serving large immigrant or socially-economically disadvantaged neighborhoods have also found that these informal events enable them to gather more input. **The Common Challenge** for districts in using these more casual opportunities is that some groups of parents may not regularly

attend, and their voices are not heard; and if not collected or recorded, it is uncertain what happens to the informal input.

Leadership Training for Decision Making

Leadership training and capacity building of staff and parents to increase committee effectiveness was noted as a strength by 57 (23%) of the 248 districts. Districts mentioned that some training was provided at the first site meeting of an SSC or ELAC committee encompassing a review of roles and responsibilities. A few districts mentioned that training was often ongoing at DELAC meetings, which include representatives from every school with an ELAC committee. In the Building Relations Narrative 1, some districts noted as a strength the leadership training being provided to parents by organizations such as California Association of Bilingual Educators (CABE), the Parent Leadership Institute, PTA leadership program, or through programs developed as part of the Parent University. Schools that offered programs such as PIQE and School Smarts designed to help parents better understand the school system and how it works often inspire parents to take on leadership roles in their schools.

In the narratives of 17 of the 24 districts identified with promising practices, it is clear that they feel they have developed strong collaborative relationships with family members serving on committees. All of these districts mentioned they have provided training for committee members that clearly goes beyond Robert's Rules of Order and reviewing roles and responsibilities. San Francisco Unified has developed a Tool Kit for all schools to use in increasing the effectiveness of its committees. Several narratives mentioned that the LCAP process has enhanced the engagement of many more stakeholders in decision-making. Vista Unified reported implementing shared governance districtwide, which could serve as a model for other interested districts. Some of the districts (for example, Mill Valley and Oakland, see Appendix A for details) that are working to enhance equity also mentioned participating in programs such as Courageous Conversations and interest-based discussions focused on equity, which would facilitate the work of any advisory or decision-making committee.

Only twenty of the 248 districts explicitly mentioned training principals and staff to work effectively with advisory committees as a strength. **A Challenge:** this low number would indicate that this may be a gap for districts trying to enhance parent engagement. Opportunities for district administrators, principals, and staff to learn how to work with parents on advisory committees is an essential first step if the goal of building partnerships with families is to be achieved. Training parents as leaders may backfire if administrators are unwilling to be transparent about district and school data, especially the budget, and are not comfortable sharing decision-making.

Needs in Narrative 3 Responses

Across the regions, the number one need identified by districts was to find ways to reach and engage underserved families of special education students, English learners, socio-economically disadvantaged, African American, homeless and foster youth to interest them in serving on committees or coming to meetings. This need applied to both district and site level committees. Some of the other specific needs, each mentioned by only a few, include:

- Securing members to serve and ensuring attendance at meetings so there is a quorum - 20

- Increase parent and student voice and opportunities for making decisions as well as build more robust and diverse groups - 13
- Training for principals in decision-making and leadership with advisory committees (e.g., one comment: “There needs to be training for principals and parents in the *whys* and *how* of effective and fair committees with strong participation of parents.” - 11
- Involve all stakeholders in the process of collectively designing, implementing, and evaluating family engagement programs - 5
- Improve website, platforms, and access to computers for gathering survey data and promoting 2-way communication - 5
- Need to focus on equity, achievement gaps, and needs of families (e.g., “Use an equity lens for all decision-making”) - 5
- Helping parents of high school students understand their importance in staying engaged with their student’s education was also mentioned by a couple of districts - 2

Area(s) of Focus or Plans

Since reaching underserved families was a need identified by many districts, it is not surprising that those that indicated they would take action in the decision-making component focused on reaching these diverse groups. Actions listed included:

- *Make it easier for parents to participate on committees* - 23 Districts (9%)
 - Change meeting times and places (e.g., bring district meetings to the school sites) to be more convenient for families - 16
 - Ensure translators were available - 3
 - Provide childcare and transportation - 4
- *Gather information from parents on how they want to be engaged* - 19 Districts (8%)
 - Survey and use information science to better reach and serve underserved populations to find out their needs before making decision about them - 5
 - Use multiple platforms such as in-person meetings, focus groups, websites, social media, newsletters, and local media (e.g., Spanish language radio) to reach and engage families (e.g., making videos and handouts from school or district-based workshops available online for families who could not attend). Train families in how to use the online district resources and access of student files - 7
 - Create districtwide surveys for students and families, survey mid-year to be able to do course corrections, and use multiple venues for families to complete surveys (e.g., back-to-school nights, conferences) to enhance connectedness - 4
 - Focus outreach staff, social workers, and coordinators on reaching out to diverse and underserved families - 3
- *Find more dynamic ways to engage families so they will participate* - 21 Districts (8%)
 - Create ways for African American families to be involved in decision-making and focus district work on equity - 7
 - Provide hands-on ways to learn about standards and expectations, prepare parents for participation - 3
 - Have every ELAC committee reach out to students for their input - 1

- Host an SSC/ELAC districtwide congress - 1
 - Provide incentives for parents to participate on committees - 1
 - Share with families how their input is used in the LCAP or SPSA plans - 1
 - Provide information, agenda, and other tools to help families be ready to participate in meetings - 2
 - Implement *Coffee Conversations* - 2
 - Use more forums and focus groups as formal yet comfortable ways to give feedback - 2
 - Include parents on PBIS teams - 1
- *Evaluate current parent engagement initiatives to assess effectiveness and work to involve stakeholders in designing, implementing, and evaluating programs in the future to increase ownership* - 14 Districts (6%)
 - *Train principals on working with families in decision-making* - 8 (3%)
 - *Explore the Family Engagement model, or research best practices* - 2 (.08%)

COUNTY OFFICE OF EDUCATION NARRATIVES

This section presents an analysis of the strengths, needs, and areas of focus for the eight county offices of education identified as having promising programs. The narratives focused on the family engagement practices occurring in schools supported by the county offices of education (e.g., court and community schools and programs for special education students). The narratives did not include any information on how county offices are supporting school districts, some of which were mentioned by districts in their narratives. In the future, learning what county offices are doing to support districts may be more informative for the CDE in its efforts to support high levels of district family engagement. Most of the narratives of COEs parallel those of the district reports, which is to be expected since they reflect the work of schools.

NARRATIVE 1: COE BUILDING PARTNERSHIPS

Strengths

Similar to the district narratives, the eight court and community schools' Narrative 1 identifies as their strength the parent education they offer to help parents support their students' learning. They used regularly scheduled events such as back-to-school nights, open-houses, community events such as an Art Show, or already scheduled ELAC, DELAC or, School Site Councils, and Parent Advisory committees to bring information to parents.

Also, similarly, a variety of workshops and learning opportunities for families were cited as strengths by the COEs. Some workshops were targeted for special populations such a special education, English learners, and migrant education families. Families were supported in

attending these workshops or conferences by providing translation services, childcare and transportation, and scheduling sessions both during the day and in the evening (7).

Special Sessions Offered by COEs

- Programs to assist secondary students with college and career choices including campus visits and the Parent Project - 6
- Programs to develop leadership skills of Hispanic parents - 3
- Coffee with the principal - 3
- Evaluation of programs: An alternative education program makes use of a self-reflective tool - 1
- English classes for families of English learners - 1

2-Way Communication and Special Engagement Actions

An important strength cited by COEs was the efforts that their schools make to reach and communicate with families who have many challenges. These included:

- Extended efforts of teachers to meet with students and parents to discuss academic progress, including conferences with teacher, principal, and probation officers - 3
- Home visits before IEP meetings - 1
- Daily Communication Books to inform families about student's progress - 1
- Court and community schools involve social workers, probation officers, counselors, and mental health specialists to work with families of incarcerated children - 1
- Wellness Center to help families navigate school and community agencies and gain access to resources and services - 1
- Utilize PBSI to work with families, including restorative justice practices - 1
- Help students become engaged by offering a variety of learning approaches (mentoring, community-based learning options, art, yoga) - 1

Needs in Narrative 1

- *Three COEs listed the following needs, which mirror needs cited in the district narratives.*
 - Get families more engaged through community-building activities and tapping into the concept of "Funds of Knowledge"
 - Increase communication with families to inform them of events, resources, opportunities, and to receive feedback from parents
 - Increase opportunities for families to work with teachers to improve student attendance, behavior, engagement, and outcomes for the students

Areas of Focus / Plans in Narrative 1

Plans reflect both similar activities of districts and unique actions to meet needs of COE student population.

- *Three COEs described a focus area*
 - Continue with outreach efforts, translations, and home visits; provide paraprofessionals to help families of English learners (2)
 - Create a Parent Transition Coordinator to work with parents of incarcerated students during the court process

NARRATIVE 2: COE STAFF AND FAMILY PARTNERSHIPS FOR STUDENT OUTCOMES

Strengths

Similar to the districts' Narrative 2 on partnerships, in seven of the COE narratives, the responses centered on professional development for administrators, teachers, and classified staff. In contrast, one identified its partnership strengths in terms of support for foster and special education families, pre-school outreach, career counseling, and parents' rights, with no mention of professional development for staff. Solano COE appears as a standout in terms of the extent of professional development they are offering for all staff with a strong focus on equity and addressing disparity of student outcomes.

Types of Professional Development

- Cultural Proficiency, Cross-cultural training - 3
- Annual presentation to staff about importance of parent engagement - 2
- Bridges Out of Poverty - 1
- Parent Liaisons Certificate Training since these liaisons are a key bridge and great asset
- Training for teacher and staff committees as well as extensive training for all support staff
- PD for administration and coaching staff to ensure welcoming environment including addressing barriers and biases through a year-long equity institute. Administrators participating in Solano County Equity Alliance and County Racial and Ethnic Disparity Workshop to understand factors affecting life outcomes of Hispanics and African Americans - 1
- Jamie Almanzán's year-long workshop on practices to promote equity and close the opportunity gap in education - 1
-

Actions to Support Students

- PLCs at community schools meet twice monthly to review student progress - 1
- Student and Family Engagement Team meet twice monthly with key support personnel
- Probation officer available on site to support interactions with justice system - 1
- Attendance and Community Liaison supports families with home visits - 1

Needs in Narrative 2

Two COEs indicated a need that was closely related: helping staff understand family's unique backgrounds and cultures as well as strategies for working with underrepresented families. These needs are similar to the ones voiced by districts. One COE said their need was to provide more support and information for families.

Areas of Focus/Plans in Narrative 2

Professional development was an area of focus for two COEs. One stated they would include parents and guardians in staff professional development, and the other said they would train and support staff to actively participate in designing, implementing, and evaluating family

engagement programs. A third COE will focus on improving the engagement of underrepresented families.

NARRATIVE 3: COE GATHERING INPUT INTO DECISION-MAKING

Strengths

Seven of the 9 County Offices of Education (COE) indicated as a strength that they involve guardians, parents, and staff (one included probation officers and community partners) in committees required by state and federal policy. These committees included an LCAP Advisory Committee, District English Language Advisory Council (DELAC) or English Language Advisory Council (ELAC), School Site Council (SSC), and District Advisory Committee (DAC).

Committees seemed to be the most consistent format used for gathering input and involving families in decision making. Five COEs mentioned using surveys to gather broader parent input. One mentioned using Back-to-School Night and Parent Teacher Conferences. The IEP process was also indicated as one way of involving parents in giving input. COEs noted they translated materials for families. Two reported providing transportation and childcare for meetings.

Needs in Narrative 3

Five COEs described needs including:

- *Increase the engagement of underrepresented parents/families/guardians - 5*
- *Develop a leadership pool and skills of families - 2*
- *Involve all stakeholders in designing, implementing, and evaluating family engagement programs - 1*
- *Understand best practices for engaging families as well as the limitations of families - 1*

Areas of Focus/Plans in Narrative 3

The areas of focus of the three responding COEs center around two main themes:

- *Find ways to increase parent input into decision-making and utilize existing structures such as Safety Committee, SELPA, Back-to-School or Open Houses, and other fun events to gather input - 2*
- *Build the capacity of school leaders to work collaboratively with families by establishing a Family Engagement Team and using CDE's Family Engagement Toolkit - 1*

CROSS NARRATIVE SUMMARY AND RECOMMENDATIONS

Although there are unique actions that districts and COEs engaged in to address the theme of each narrative, there are also actions that overlap or span across narratives. This section summarizes the data to provide a big picture perspective based on this sampling of districts and COEs from the 11 Educational Regions. As will be seen, there is overlap and blending across the narratives. A strength in some districts may be a need or area of focus in others.

Primary Strengths

The strengths mentioned by districts across the narratives suggest that leaders are working hard to find ways to meaningfully engage with families. The top six areas cited as strengths showed that LEAs:

Offered a wide-variety of school led educational workshops for families. The workshops were primarily focused on academic topics such as literacy, reading, math, and STEM/STEAM to provide tools for parents to support learning at home. For secondary students, college and career awareness and readiness were important topics. **A TREND** was districts establishing Parent Universities or Academies to offer more extended learning opportunities.

Partnered with other agencies to offer multi-session programs to support parenting and leadership skills. Schools and districts recognized they could not do it alone and were reaching out to other organizations and agencies for assistance in meeting the needs of families.

Provided professional development for administrators and teachers to help them learn how to partner with families. **An emerging TREND** was professional development being offered to address bias and systemic inequity as well as to support faculty in understanding of parent strengths, culture, and language.

Hired classified and certificated staff at district and site levels to provide more support for family engagement. The assignment of this staff to help parents better navigate the school system could yield enhanced student outcomes (e.g., attendance, staying in school, graduating).

Identified having the required committees as a strength and mentioned special committees established to address unique sub-group needs or issues.

Used surveys and a variety of other venues and means to solicit parent input and foster two-way communication.

Frequently Mentioned Needs and Areas of Focus

There is considerable overlap in the needs and focus areas identified by districts, therefore in this summary, they are brought together with recommendations and key districts that could serve as models for other districts that have a need or have chosen this theme as a focus area.

Implement a Framework for Family Engagement.

Although this topic was not at the forefront of needs or areas of focus, developing a framework may be very helpful in meeting needs. The California Department of Education has been at the forefront of encouraging home-school partnerships for many years. One district mentioned the *Six Types of Parent Involvement* developed by Dr. Joyce Epstein, which was shared with the CDE and other districts in the early 1990s. Currently, the CDE urges districts to adopt the Dual Capacity-Building Framework for Family-School Partnerships (Mapp & Kuttner, 2013). One

district mentioned that a team had traveled to Harvard University to learn about the model and was now working to implement it.

This dual capacity framework recognizes that it is insufficient to build the capacity of parents without simultaneously developing the capacity of staff to work with families. A review of the narratives clearly showed that districts are doing a great deal to support families and provide parent education (Narrative 1) and are now increasing professional development for staff (Narrative 2). Districts also recognize more must be done.

Learning about and potentially implementing the Dual Capacity-Building Framework may serve as a pathway to addressing many of the needs and areas of focus surfaced by districts. Twelve districts have established a diverse, multi-stakeholder Family Engagement Team. An important task of this team is designing, implementing, and evaluating family engagement programs, which twenty-one districts noted was a need or area of focus.

- *Recommendation:* Use CDE website and Family Engagement toolkit to explore the feasibility of the Dual-Capacity Building Framework as a guiding model.
- *Actions of School Districts:* San Francisco Unified School District's Partnership Academy has created over 35 Dual Capacity modules and Toolkits to support building the capacity of staff, community partners, and families in six best practice areas that are the foundation for the SFUSD Family Partnership Model. Forty-five leaders were trained, and 4 schools are implementing these practices to build effective partnerships at their sites.

Chaffey Joint Union High School District's Family and Community Engagement (FACE) Team participated in an intensive Dual Capacity Framework for Family-School Partnerships training with Dr. Karen Mapp. Team members have continued working to draft a common vision for FACE and address the need for more support for school site capacity building to partner with families with a focus on Dual Capacity-Building.

Chino Valley Unified School District has adopted the US Department of Education's Dual Capacity-Building Framework (Dr. Karen Mapp, Harvard University), which includes research-based practices focused on building both parent and staff capacity to work together in partnership. The District Family Engagement Center has provided 43 Dual Capacity workshops for teachers, staff, and administrators. These workshops addressed how best to support parents and families with struggling students in core academic areas, and how to build and strengthen relationships with underrepresented families through effective home visits.

Provide professional development to help staff build strong partnerships with families for student outcomes and address inequities and bias.

District and school administrators, teachers, and classified staff are recognizing that successfully engaging underrepresented families is not possible unless they build staff capacity. A few districts are pointing the way by focusing on strengths, language, and culture of families. As

districts address cultural responsiveness, issues of bias and racism often emerged that must be addressed.

- *Recommendation:* Take steps to have *courageous conversations* needed to address inequities and systemic bias in educational policies and practices. Professional development needs to begin with administrators and boards of education, then teaching and classified staff, parents, students, and community.
- *Actions of School Districts:* Mill Valley Elementary (K-8) has made equity a districtwide focus. All administrators have participated in equity oriented professional development. A two-day training on Courageous Conversations was attended by 125 stakeholders, including school board, district and school leaders, teachers, support staff and parents, followed by a 6-day training on Equity attended by 25 teachers. Particularly important, teachers have begun reviewing instructional practices for racial bias.

Oakland Unified School District engaged principals and teachers in Equity Social-Emotional Learning and developed Equity Frames including “integrating student and family linguistic and cultural assets” into the learning process.

John Swett Unified has implemented a Racial Justice Task Force to engage in conversations with the entire community. East Side High School District implemented *Implicit Bias* training for staff, with 85% completing the course. Pajaro Valley Unified has conducted an Educational Equity Audit. Ontario-Montclair School District incorporates cultural proficiency learning into all professional development workshops for site and district leaders to build stronger relationships with staff and families.

- *Recommendation:* Provide professional development for principals on how to engage families and staff in meaningful decision-making committees. Parent engagement quickly ebbs when parents perceive they are only rubber-stamping decisions that have already been made.
- *Actions of Districts:* Vista Unified has implemented a shared governance model practiced in all its schools. Oakland Unified School District provides training and support of SSC and ELAC committees. A Family Engagement liaison assists members by developing knowledge skills and leadership. San Diego Unified School District’s Family Engagement Team builds capacity of parent committee members, trains chairs of committees, and attends meetings to provide support and share critical district updates and information.
- *Recommendation:* Develop parent leadership and include parents from underrepresented groups.
- *Actions by Districts:* Oxnard School District provides training for principals and parents on SSC and ELAC committees and is developing parent leaders through Project 2 Inspire, which has created space for “open and honest communication between families

and the school district and a deep understanding that we are a team focused on our students' and community's well-being.”

Hayward Unified School District has implemented a strong parent ambassador program, training parents as leaders who form a bridge between parents and school staff, helping parents and staff build positive relations.

West Contra Costa School District has a robust stakeholder engagement process which has resulted in strong parent leadership in district-level advisory committees (AASAT, CAC, DLCAP, MDAC).

Sacramento City Unified School District has created a Parent Leadership Pathway Program, which is a site-based series of workshops throughout the school year, where parents/guardians can progress over multiple Tiers 1, 2, and 3. Key topics include the core aspects of the educational system and factors that lead towards developing the skills to become leaders within their peer group. In the latter part of the series, parents/guardians acquire facilitation, communication, asset mapping, and data analysis skills linked to student achievement efforts.

Find ways to engage more underserved and underrepresented families in all aspects of district and school activities from decision-making to attending programs and events to support their children's learning at home.

- *Recommendation:* Ask parents and students how they want to be engaged. The surveys being used by many districts to solicit input as well as the focus groups and forums may be the best tools for finding out what parents, students, and staff want and need to be able to work together and ensure better student outcomes. Addressing barriers that have been identified is also key.
- *Actions of School Districts:* Chula Vista Elementary School District learned from its survey that scheduling conflicts were a major reason for “no shows.” Parents have busy lives. Ventura COE noted it is important to recognize family limitations (and not be judgmental). San Diego COE doubled its participation of stakeholders.
- *Recommendation:* Identify ways that students can be more involved, and their voices and ideas incorporated into school and district LCAP plans and their implementation. At the secondary level, student engagement can enhance self-esteem, life skills, social skills, democratic and citizenship skills, student-adult relationships, and school ethos (Mager & Nowak, 2012).
- *Actions of School Districts:* San Francisco Unified established a Student Advisory Council that meets twice monthly, actively participates in the LCAP process, provides recommendations to the board of education on policies, and solicits student input from throughout the district. East Side Union High School District: established a Student Advisory LCAP committee and has a Student Advisory Council that surveys students.

Examine and approach family engagement with an equity lens focused on student outcomes.

- ***Recommendation:*** In assessing strengths or deciding on an area of focus, give more attention to how the strengths are impacting student outcomes and how an area of focus can be designed to enhance family engagement practices that indirectly or directly impact student outcomes.
- ***Actions of School Districts:*** Cajon Valley Union School District analyzed the results from the Gallup Surveys for parents, students, and staff, as well as local assessment data. The data showed strong evidence of building positive relationships with parents to improve student outcomes, which they found was directly related to the expansion of their Family Teacher Teams. As a result, the district is reimagining parent conferences to be more interactive with joint goal setting, tips for home support. Teacher Teams have now been expanded to six elementary sites.

Implement interactive tools and resources to enhance parent input and ensure effective two-way communication

- ***Recommendation:*** In addition to traditional paper or electronic communications (e.g., newsletters, marquees, automatic phone messages, etc.), districts can use interactive tools that are parent-friendly and provide both information and opportunities for two-way interactions between users, such as school mobile apps, social media, school portals, and other digital platforms that can be downloaded from the district/school website. Provide training for parents, students, community members, and staff for the tools to be effective.
- ***Actions of School Districts:*** Ontario-Montclair School District is successfully using the “Thought-Exchange,” a portal designed to provide parents, students, community members, and staff a vehicle to give input and collaborate with one another, as they rate one another’s ‘Thoughts.’ As a result of this interactive process among all stakeholder participants, the highest rated ‘Thoughts’ were highlighted, and themes emerged giving the District critical and relevant information for decision making.

A final recommendation: Consider modifying the self-reflection tool for LCFF Priority #3

After reading the narratives, the Tides team felt some modifications might better focus the data provided by districts, and thus, give more direction for districts, CDE, or other supportive groups on next steps and types of support districts need. For example, what if districts listed just two strengths in the Partnership for Student Outcomes Narrative 2 and explained how staff capacity is being enhanced and student outcomes improved. Then describe their next step to continue strengthening these partnership efforts. Such an approach might encourage more thoughtful analysis of the district’s work and less a laundry list of activities. Ideas for consideration are presented in more detail in Appendix C.

REFERENCES AND RESOURCES

Mapp, K. L. & Kuttner, P. J. (2013). *Partners in Education: A Dual Capacity Building Framework for Family-School Partnerships*. Austin, TX: Southwest Educational Development Lab.

Mager, U & Nowak, P. (2012). Effects of student participation in decision making at school. A systematic review and synthesis of empirical research, *Educational Research Review*, 7 (1), 38-61.

Family Engagement Resources

- Harvard Family Resource Center - <https://www.innovations.harvard.edu/pcls-family-resource-center>
- Southwest Education Development Laboratory - <https://sedl.org/connections/>
- WestEd - <https://www.wested.org/service/family-engagement>
- California Department of Education - <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>
- US Department of Education - <https://www2.ed.gov/documents/family-community/partners-education.pdf>

APPENDIX A

SCHOOL DISTRICTS WITH PROMISING PRACTICES IN FAMILY ENGAGEMENT

REGION 3:

1. *Sacramento City Unified School District:*

- All school sites operate formal SSCs and ELACs. District maintains active groups including LCAP PAC, DELAC, and Community Advisory Committee (acts in advisory capacity to SELPA).
- Task Forces have been commissioned specific to identified issues or student groups: In 2017-18 the **Graduation Task Force** was created to study the impacts of low graduation rates on the Sacramento community and develop recommendations for improvement. In 2018-19 the **African American Achievement Task Force (AAATF)** was commissioned to create recommendations to significantly improve the achievement and social emotional outcomes for African American students in SCUSD K-12 and **is creating a districtwide African American Advisory committee.**
- **Community forums and town hall events** convened for ongoing or specific issues. Example: a spring 2018 town hall focused on reviewing the results of the Capitol Suspension Report, which identified SCUSD as suspending the highest number of African American male students in the state. This forum included SCUSD leadership, research experts and community partners and focused on ways to reduce the number of suspensions and increase student achievement.
- Focus on building the capacity of both school staff and families to develop positive relationships and collaboratively support the success of students through districtwide initiatives:
 - **Parent Teacher Home Visits (PTHV)**, a model program that began in 1998 as a pilot project and catalyzed the growth of a national network. There are now approximately 40 schools participating in PTHV. This research-based practice aligns to other SCUSD efforts to address chronic absenteeism, improve academic performance, and shift mindsets of both staff and families. Visits are voluntary on the part of staff and families, and staff are provided training and compensated for their time.
 - **Academic Parent Teacher Team (APTT)** initiative provides on-campus evening events in which faculty host educational opportunities for parents. A featured topic is academic activities and games that parents can use at home with the students.
 - 1 on 1 and small-group trainings for site staff who are specifically involved in parent engagement (e.g., Parent Advisors) and staff training in cultural competency.
 - The **Family and Community Empowerment Team** works in partnership with various departments to provide parents/guardians an array of tools and resources to support student learning. Efforts are aligned with other district initiatives in the areas of SEL, Bullying Prevention, and Positive Attendance to ensure a holistic perspective in addressing student outcomes.
 - **Parent Leadership Pathway Program**, a site-based series of workshops throughout the school year, where parents/guardians can progress over multiple Tiers 1, 2, and 3. Key topics include the core aspects of the educational system and factors that lead towards developing the skills to become leaders within their peer group. In the latter part of the series, parents/guardians acquire facilitation, communication, asset mapping, and data analysis skills linked to student achievement efforts.
 - Another strength is the range of events/opportunities to educate and connect parents/guardians to community and post K-12 resources.

- College Pathway workshops offer education on the college landscape and the eligibility/application process.
- Parent Information Exchange brings together monthly parents, SCUSD staff, community organizations, and community-based partners to share and discuss programs/services available for families.
- District has supported the development of Parent Resource Centers at school sites. These centers provide a space in which parents/guardians can come together in partnership with each other and staff as well as access resources.
- Areas of improvement:
 - Provide additional parent trainings specific to the work of SCUSD advisory committees at both site and district level
 - Collaborate with Community Based Organizations (CBOs) to increase outreach and engagement when seeking input. In both of these areas an additional emphasis must be placed on outreach to, inclusion of, and capacity building for parents/guardians of underrepresented families.
 - Systematize and scale up efforts currently operating in isolation or in the early stages. At the school site level, administrators, staff, and parents need to be collectively supported in identifying key needs in the area of relationship building and translating these needs into actionable goals. To increase the effectiveness in this area, staff will receive additional parent engagement training aligned to both the State and National Parent Empowerment Dual Capacity Framework.
 - Communication about available partnership, engagement, and support opportunities. Messaging from the district and school site levels needs to be more accessible to all. This includes data collections such as engagement/involvement surveys to assess needs for the district moving forward. Emerging efforts such as the Parent Ambassador program (parent to parent outreach) need to be supported, publicized, and monitored to ensure that they can achieve maximal impact.
 - Sites need support to include a full range of specific parent engagement opportunities/activities in their parent engagement policies and other school plans. Parent groups need to be consistently engaged in providing input as to what forms of communication are successful, lacking, or absent. Ensuring that improvements in communication take into account the need for translation and delivery in multiple modes will be a key to improving the engagement of underrepresented families. Monitoring successful outreach to these families will be critical to overall improvement within this area of the indicator.

REGION 4:

2. Alameda Unified School District:

- Use California School Parent Survey from WestEd annually.
- While AUSD demonstrates high levels of relationships and partnerships with families, 61% of families agreed that AUSD “schools actively seeking the input of parents before making important decisions” with significant disparities in agreement for African American families (45%).
- Schools utilize multiple ways to encourage parent participation to build partnerships for student outcomes, including:
 - CAASPP Test Reports and explanation videos online
 - Parent-Teacher Conferences, in the fall and as needed throughout the year
 - Student conferences

- SST/IEP (Individualized Education Plans)/504/IIP (Individualized Intervention Plan) Meetings/(Behavioral Intervention Team) Meetings, weekly throughout the year
- Translation available for parent meetings
- PARI (Promotion, Acceleration, Retention, Intervention) process
- TK/Kindergarten/Middle School Information Nights
- School Smarts/Parenting Greatly Elementary Parent training
- Middle School Parent University -College Prep Series
- Principal/Teacher/PTA Newsletters, weekly
- Open House in Spring and Back to School in Fall.
- Innovative Plan Evenings
- School marquee and website
- Robo-calls or emails throughout the school year
- ELAC, SSC & PTA meetings/events, monthly
- Common Core Presentations
- Multicultural Nights
- Parent Volunteers: classrooms, cafeteria, chaperones, art docent, garden/science
- ELD Re-designation Ceremony
- Parent Universities for Math and Literacy
- Room Parents
- Blackboard Connect for direct communication with families; Konstella and Remind are used by PTAs to share out important community information and events.
- Daily, weekly, and monthly community meetings
- Coffee with the Principal, an informal opportunity for parents to meet, greet and bring up important issues or concerns
- Parent Surveys
- Family and community Toolbox (SEL) and Restorative Practices Trainings
- Family Involvement and Community Engagement Coordinator and Title 1 funded site-based actions/services hired to promote parent involvement and provide resources to low-income pupils.
- At elementary level, provided programs such as School Smarts, a California State PTA program supporting families on how to navigate public schools and advocate for their students.
- At middle school level, provided Middle School Parent University, a program licensed from UC Berkeley's Center for Educational Partnerships to support middle school families' college aspirations, knowledge and planning.
- The Alameda Family Enrichment Series, a partnership with Alameda's PTA Council brings speakers or films that address social-emotional and academically related topics and is available to all grade levels.
- Piloting a new 4-week program called Parenting Greatly, designed internally to address: 1) Parenting styles, 2) Parenting techniques that can align with AUSD's Social Emotional Learning, Positive Behavior Interventions and Supports, and Restorative Practices, 3) schools' work and goals in the Single Plan for School Improvement, and 4) parent leadership and advocacy.
- In Partnership with ELD Department, provides programs to EL families including: 1) ELD Computer Literacy Training in top 5 languages in partnership with the Alameda Library, 2) ELD Back to School Registration, 3) ELD Literacy, Math, and Mindset Nights.
- Multilingual School Smarts support families in 5 monolingual sessions supported by bi-cultural, bi-lingual facilitators (English, Chinese, Spanish, Arabic, and Vietnamese).
- Virtual Parent Engagement in partnership with Fastalk, a texting service supporting Title I and multilingual communities with one curriculum-aligned activity per week sent in home language.

- Diversity, Equity, and Inclusion Roundtables represent LGBTQ, Latino, Special Education, Arabic, Jewish, and Pacific Islander. African American is reconvening in 2019-2020.
- Area of Improvement: Data shows that in general, families feel very welcome at schools as a result of district and sites' strategic efforts to build relationships, but there are disparities within parent groups, specifically among African American families, that need to be addressed.
- Plan:
 - Increase families' agreement that AUSD seeks input for decision making, the district will distinguish district and school level initiatives affecting all students, families, and overall district goals, and identify how families get involved (for example, SSC), and will provide training to build parent leaders' capacity in understanding their role in decision making and skills to realize their role, clearly communicate how parent/guardian input is utilized, and develop clear structures for outcome follow-up. All strategies will include a focus on African American families and students.
 - Identify specific ways to continue work through approaches such as increasing Content Standards awareness for all families and how they tie to student outcomes and addressing partnering with parents more purposefully around homework through the adoption of homework policies in 2019-20.
 - Analyze the disparity between parent groups to determine root causes and strategize meaningful, specific actions to take moving forward to lessen this gap.

3. **Hayward Unified School District:**

- Strong ELAC, DELAC, SSC and AASAI parent groups.
- Powerful Parent Ambassadors. Have increased ambassadors since start by almost 100%.
- Parents involved in committees such as District Strategic Planning group.
- Family Engagement Committee has guided the development of engagement mission and vision; group was comprised of approximately 50% parents.
- Special Education recently started a parent group to support children with IEPs.
- California School Parent Survey from WestEd.
- Recently hired Family Engagement Specialists for each school, whose role is to make sure parents know what is happening at school and what intervention opportunities are available and worked on increasing access to the portal.
- This year rolled out electronic reporting and hope to increase use of portal for sharing progress with parents.
- High school counselors conduct meetings on A-G requirements and college readiness in general. This information starting to be shared at Middle Schools. Offered Bridge to College program for middle school parents.
- Held meetings with incoming TK/K parents to talk about school readiness.
- Currently exploring a grant for moving towards learner centered instruction and parents have been very involved in that process as well.
- Hired Coordinator for Homeless and Unaccompanied Minors. Value collaborations, for example, La Familia, who builds connections with underrepresented families.
- Have strong afterschool program, called YEP (Youth Enrichment Program), which also has a very inclusive approach to families.
- HPN (Hayward Promise Neighborhoods) focuses on a number of elementary, middle and high schools, reaching out to families and striving to provide needed services.
- Coffee with the Superintendent allows to gather information firsthand from parents and creates approachability to the Superintendent.

- Worked on **District Strategic Plan with staff, parents and students**, who participated in a fishbowl to share their human to human interactions in the district, which in turn strongly guided the strategic plan.
- **Preschools are very focused on inclusion** and making sure parents know what their children need to be successful now and in the future.
- **R3 Fatherhood Program (classes for dads), Cafe Dads and the Million Father March.**
- Plan:
 - Focus on providing newcomers and unaccompanied minors with information on leadership opportunities and participatory decision making. Continue to provide workshops and outreach to students and families on issues such as immigration, know your rights, understanding report cards, graduation requirements, IEPs and 504s, to have a more powerful and informed voice.
 - Make sure all parent groups are focused on improving student outcomes as one thread of their work, sharing data; talking about curriculum, instruction and assessment; signing folks up for the parent portal; understanding report card sessions; navigating the school system; and being able to access opportunities (ex: YEP)
 - Deepen relationship with AASAI and DELAC, increase Fatherhood Program participation and train Family Engagement Specialists on equity and culturally responsive outreach strategies.

4. *John Swett Unified School District:*

- Parent Advisory Council formed in 2018-19 has developed into a diverse group of parents who advise the district on issues of importance to them and their children. The group's meetings are open to all families, and the turnout has been steady. Parents from all sites, from different socioeconomic, ethnic and language groups, are in attendance and participate in all discussions.
- DELAC strengthened this year, has been tasked with advising the district on English Learner issues, and has also developed into a regular group of parents willing to engage in advising the district and helping to make decisions.
- Provided ongoing Professional development for administrators and teachers.
- Administrators meet monthly in a superintendent's cabinet meeting and collaborate on issues related to improving relationships and communication with families.
- During the District's Coordination of Services Team meetings, improving the ways in which district staff partner with and assist families is discussed monthly.
- District's SARB (School Attendance Review Board) is working to strengthen relationships with families to try to improve student attendance.
- Reaching out to families through invitations to join the groups that have formed, the PAC, the Racial Justice Task Force, ELAC, or DELAC are important ways to increase and improve relationships between families and the District.
- Had annual training for parents in how to access the student information system, Aeries, which can be used daily to track student progress.
- School sites have their own trainings and parent/teacher conferences that focus on ways to work together to support improved student outcomes.
- District is beginning to support families through the Parent Advisory Council, DELAC, and the Racial Justice Task force, in supporting families in understanding their legal rights and in learning how to advocate for their children.
- Improved parent and family engagement over the past year. Through the development of a Parent Advisory Council, administrators, teachers and classified staff, parents and other

community members are now meeting monthly to discuss issues of importance to the group, such as developing after school tutoring support and arts education.

- Another new group formed this year by the teachers' union, the Racial Justice Task Force, a group that has invited the entire community to learn and talk about issues of equity.
- DELAC has become more active this year in inviting parents to participate in decision-making regarding reclassification of English learners and other issues related to their children's education; conversations were held regarding doing a better job learning about each family's cultures, strengths, languages, and goals for their children. Individually, teachers have traditionally met with families during parent/teacher conferences, but it is a goal for the District that a more focused and systemic approach will be taken. Celebrating students' cultures has been a topic discussed.
- Area of Improvement:
 - Support schools in effectively engaging parents in site-based advisory groups.
 - Beginning stage of engaging in 2-way communication between families and educators using language that is understandable and accessible to families. Translation services offered in all formal meetings, but not always readily available at the sites, and translation is not available for every language spoken in the District.

5. **Mill Valley Elementary School district:**

- Strong parental involvement at all schools and on site/district committees. Seek parent input for decision-making at district and site level through a variety of in-person meetings and written feedback. Some of in-person meetings include Parent/Staff Equity Committee, LCAP Parent Advisory Committee, DELAC, PTA/PTO Council, SSC meetings at each school, Community Financial Advisory Committee, and *It Takes A Village* meetings.
- For Strategic Plan/LCAP stakeholder engagement process during the 2018-19 school year, there were numerous LCAP discussions and Strategic Plan/LCAP reports at Board of Trustees meetings, along with five LCAP Parent Advisory Committee meetings.
- District sent out two parent surveys to gather feedback on the Strategic Plan and LCAP.
- Staff focus on engaging parents of unduplicated students (ELs, socio-economically disadvantaged students, foster youth) in different ways. District staff reached out to these families to attend parent-teacher conferences, SST, IEP meetings, along with other committee meetings and school events.
- In past two years, over 125 teachers, administrators, Board members, and parents have attended Courageous Conversations, two-day workshop focused on equity and building racial awareness.
- Administrative Council of district and site administrators attended six days of training to develop skills as racial equity leaders.
- Over 25 teachers and staff members participated in a series of interest-based professional development led by Teacher Leaders focused on equity.
- Held multiple parent education events focused on equity. These learning opportunities have engaged our community in discussions about addressing issues of equity and developing racial consciousness. Parent education meetings focused on equity will continue this school year
- Begun to analyze practices through an equity lens in order to better serve students across all student groups. Focus on equity has included a number of key initiatives that strive to create more inclusive, supportive, and safe learning environments where culturally responsive instruction and practices allows all students to experience academic success, develop positive social-emotional well-being, and feel included in their schools.

- Established two district committees related to equity: a **staff equity committee** and a **parent equity committee**. The staff equity committee has focused its discussions on culturally relevant teaching practices, developing an understanding of what equity in education means, and mitigating barriers for student success. The parent equity committee's discussions have focused on hearing parent perspectives about equity and their experiences in our schools, as well as gathering ideas about how to engage a broader spectrum of families. We have grounded these discussions on the text, **Culturally Responsive Teaching and the Brain**. This equity work will remain a focus for the district, and these initiatives will continue into next school year.
- Provided regular messages to the community that offers relevant information and highlights the programs and events in the district, including timely and succinct messages to our families and the community through a variety of communication tools, and ensuring that communication with families is a two-way process.
- Plan:
 - continue to explore different ways to ensure consistent communication at all levels in the district. By communicating regularly with families, strive to ensure parents are well informed, have opportunities for involvement, and are connected to their children's classroom. We have seen this home-school connection as another effective means for ensuring high levels of student learning and build strong relationships with families.
 - Continue to focus on building knowledge base on equity through professional development for staff to be better equipped to implement equitable practices across our schools.

6. *New Haven Unified School District:*

- Engage families in **Guiding Coalition** to provide input for the development of LCAP
- Created **District African American Advisory** (DAAA) and **Latino Parent Advisory** committees to discuss and advise New Haven about supporting African American and Latino students
- **District Equity Council** discusses issues around equity and guide New Haven to be more equitable in its practices
- **President's Council** where the presidents of each SSC meet with the Superintendent in order to support students throughout the district.
- **Union City Family Center** has a Community Council made up of parent representatives that informs the work with families district-wide.
- As a structure supporting Migrant students district wide, have **Parent Advisory Committee (PAC)** focusing on removing barriers to academic achievement for migrant students.
- At school level, families are provided opportunities to give input. At SSC meetings, participants collect data, analyze review site goals around family engagement and activities. In addition, the **Equity Council**, ELAC, and **Title 1 Parent Nights** are additional structures to engage families.
- Provided several **parent trainings in multiple languages** focused on participating in school decision making.
- Engaged families to support child's academic success through **Academic Parent Teacher Teams**, Family Literacy/Math nights, Family Game Nights, **Fatherhood Initiative**, and Parent Teacher Conferences. Families set goals for their children and participate in fun and engaging activities that contribute to school success.
- For students with disabilities, NHUSD is active participant with SELPA and work collaboratively with parents to empower them to support their students in meeting their IEP goals.
- Additionally, families who access available resources at the Union City Family Center are encouraged to give back and deliver services to other families who may also be in need.

- **Hired Family Services Assistants at each school** to facilitate outreach efforts and build relationships with families, provide workshops to support families and engage them in learning opportunities. They also work with teachers to bridge the gap and develop a more comprehensive understanding of family's needs and leverage available resources.
- District has committed significant amount of time in building trusting and respectful relationships with families. Considerable attention has been given to the training of administrators and front office classified staff in working positively with parents and guardians.
- Provided **professional development in Parent Academic Parent Teacher Teams (APTT)**, including research-based methods to outreach to underrepresented families. However, APTT remains a district initiative which has been inconsistently implemented at school sites.
- Provided communication opportunities to facilitate two-way communication. Each of twelve Title I schools draft Home-School Compacts with their community that specifically addresses how each school site will address this issue. Family Service Assistants make personal contact with families on a regular basis. The District has communication software that is able to translate messages between teachers and parents into the family's native language and can translate dialer messages home to parents to facilitate understanding.
- Area of Improvement:
 - Promote consistent engagement of traditionally underrepresented families. Challenge to consistently engage them over time and build sustainability within current structures.
 - Be more consistent with family engagement practices. Many school sites have participated in trainings and have begun implementation of Academic Parent Teacher Teams (APTT), with success, however, implementation is inconsistent. School sites will implement structures for engagement of some families, generally those whose students have needs, such as Parent Teacher Conferences and Student Support Teams (SST) meetings.
 - Though much work has been done with admin and classified, still have work to do with teachers. **Annual Parent Survey** identified area of focus supporting administrators and front office staff in building trusting and respectful relationships with families. As a result, Executive Director of Union City Family Center and Chief Academic Officer provided professional development to staff members in order to create welcoming environments. Changes shared and discussed at this training were immediately implemented at the school sites. These changes included standing and approaching the front counter when parents enter and using a welcoming tone of voice, as examples.
- Plan:
 - Establish Communication and Advocacy Board Committee to engage stakeholders in developing a plan to provide clear, consistent communication to improve engagement with underrepresented families. This will be a method of increasing and sustain engagement for non-native English-speaking families. Committed to finding creative ways to address language barriers that interfere with active participation by utilizing available technological resources to promote and sustain engagement.
 - Another way to engage underrepresented families will be the creation of a **Punjabi Parent Advisory Group** in 2019-20. This group will be focused upon analyzing multiple sources of data in order to empower participants and develop advocacy based on student needs at each school site and throughout the district.

7. Oakland Unified School District:

- **School Governance training** and support quarterly, including one-to-one technical assistance with SSC & ELACs. More schools participating in SSC trainings (50 out of 87 schools in 2018-19).

- Regional Family Engagement Liaison at each school to assist family members serving on SSCs and site governance structures to develop their knowledge, skills, and leadership to participate.
- **Parent Student Advisory Committee (PSAC)** for LCAP and Family Engagement.
- Community Advisory Committee for Special Education
- **African-American Advisory**
- **Foster Youth Advisory**
- Use California School Parent Survey from WestEd
- Family Engagement professional development provided during Principal Professional Learning and provided to teachers at some school sites on ways to partner with families for student learning.
- All schools host at least three activities for parents focused on academics and ways to support student learning in the home, and each school hosts at least two academically focused engagements for parents with their child’s teacher(s). LCAP annually collects evidence and monitors data on the number of these events at each school.
- All schools regularly hold teacher-led or student-led report card conferences, and many schools are implementing Academic Parent-Teacher Teams in which teachers present data on student progress, set SMART goals with families, and model an activity to support a trimester (elementary) or marking period (secondary) goal.
- 100% of schools annually post Uniform Complaint Procedures throughout the main office and classrooms, in all major languages.
- Provide Rights and Responsibilities workshop as part of regular regional monthly parent academies.
- Staff training and implementation of the Parent Teacher Home Visits Model in which 208 teachers and staff were trained across 15+ schools; and 1-to-1 **Hopes and Dreams Conversations** in which 20 schools were trained and began implementation in 2018-19.
- Implemented welcoming school environment as part of beginning-of-year checklist for principals (principal leadership institute), and integration into school site plan culture and climate goals.
- 2018-19 was first year of integrating **Equity-Social Emotional Learning into principal and teacher professional learning**. Equity frames were developed, including “integrating student and family linguistic and cultural assets” into the learning process, and in 2019-20 implementing ongoing professional development for professional learning community leaders.
- Most schools have adopted texting apps that are widely used by teachers to directly communicate via text messages with families in their home languages (Talking Points, FASTalk, etc.). Talking Points has a 2-way feature that translates messages so that parents can receive from or send messages to a teacher in their home languages.
- Area of improvement:
 - increase participation in SSC training, and increase number of schools engaging families in at least three school events focused on academics.
 - More work needed at larger comprehensive high schools to consistently meet with families to discuss student progress.

8. San Francisco Unified School District:

- **School Governance and Family Leadership Toolkit** include checklists, rubrics, and tip sheets to support school sites making sure their leadership group are representative of all populations at their school site.
- **Family Partnership Planning & Implementation Process**, best practice area of Share Power and Decision-Making supports administrators in finding ways to share power with other school staff.

- **Family Partnership Team** provides annual professional development offerings at the **SFUSD Administrators Institute**.
- Stronger structures in place to support parent decision making at district level, where district advisory committees participate in the **LCAP Task Force**, along with district staff, labor partners and community organizations, working to improve transparency, accountability and communication about SFUSD's LCAP and budget; conduct stakeholder engagement to inform SFUSD's LCAP; improve alignment between school-site and district-level budget planning; and support school planning process.
- **Student Advisory Council (SAC)** continued to increase student participation year after year. Students actively participate in LCAP process, host LCAP student feedback sessions and solicit input through surveys. SAC meets every other Monday at district office to work on key issues presented by students. SAC also provides feedback on appropriate Board resolutions.
- In an effort to engage community stakeholders, district staff worked collaboratively with key leaders in Office of Family Engagement to co-develop a series of strategic planning Quick Start Sheets. These one-pages served as essential resources to site administrators, SSC members and larger community throughout strategic planning process, supporting site-level, student data analysis conversations, and helping to map out next steps for strengthening school outcomes.
- All requests from schools with SSC concerns and interest in onsite training are supported by State & Federal and Office of Family Engagement staff.
- School Site Planning Summit is held annually. Summit is intended to be a mid-point within each school planning process and is an opportunity for both district and school leaders along with school community stakeholders/SSCs to engage in data review, action analysis and priority setting for the upcoming school year. Prior to summit, school leaders are provided with resources to assist in early stages of budget development cycle, and tools to increase parent engagement and participation. Participation varies widely from school to school. Outcomes for the Summit could be better defined.
- LEAD collaborates with the Budget Office State & Federal Programs and Office of Family Engagement in developing tool kits and designing professional development & technical support sessions for school leaders.
- Over the last three years, the **Family Partnership Team developed a family partnership model, which includes six best practice areas**: Set the Tone, Build Authentic Relationships, Link Student Learning Between Home & School, Share Power & Leadership, Create an Equitable School Community, and Support Navigating SFUSD.
- One of the foundational elements of the **Family partnership model** is that all activities must be linked to student learning. The SFUSD Family Partnership Planning & Implementation Process best practice area of Link Student Learning Between Home & School supports creating a goal to support teachers and principals to improve a school's capacity to partner with families and families to partner with teachers.
- The SFUSD Family Partnership Planning & Implementation Process best practice area of Support Navigating SFUSD provides families with resources to advocate for their children.
- The Family Partnership Team created process to develop family partnership school plans, and a partnership academy that offers dual capacity workshops to support schools. The **Partnership Academy (SPA) has created over 35 dual capacity modules** for schools that have completed the Family Partnership Planning & Implementation Process. These modules support building the capacity of staff, community partners, and families in six best practice areas. Last year, 45 process leaders were trained from various schools but only 4 sites started the process.

- The Family Partnership Team also has developed Toolkits, including checklists, rubrics, and tip sheets to support school sites in Creating Welcoming Environments, and having effective Family Teacher Conferences. All toolkits are accessible through the SFUSD website.
- While the SFUSD Family Partnership Team has created tools and processes for effective family partnership at school, it is not mandatory for school sites to use them.
- Area of improvement: Although there are toolkits and strategies to support best practices, need to provide all families with opportunities to give input on policies and programs, and need to implement strategies to reach and seek input from underrepresented groups in each school.
- Plan: Continue to explore other opportunities to include student voice in policy and other related decisions, including participation in working groups to operationalize the Graduate Profile, focus groups for students at Middle School Redesign sites, and participation in stakeholder engagement in development of the EL Master Plan.

9. West Contra Costa Unified School District:

- Has robust stakeholder engagement process which has resulted in strong parent leadership in district-level advisory committees (AASAT, CAC, DLCAP, MDAC).
- Through FSCS model and SPSA development process which both require a cycle of improvement process, we are improving our methods of engagement and development of comprehensive multi-tiered systems of support that ensure all efforts, including family engagement, are developed using data aligned to student achievement.
- Currently has one round of parent-teacher conferences for parents and teachers to meet and discuss academic progress.
- Parent leaders over the past two years have continued to increase their leadership by directly facilitating parent advisory committees.
- Training for School Community Outreach Workers' focus on developing relationships, connecting family engagement to student learning, and increasing two-way communication.
- Area of improvement: There is potential to scale current efforts for family engagement that connects to student learning. More time needed to provide ongoing professional development to principals and staff. Need to align family engagement efforts more closely with Goal-1 of LCAP Plan and align initiatives around teaching and learning to define grade-level expectations so families can inform the development of parent grade-level expectations.

REGION 5:

10. East Side Union High School District:

- Has strong system for including community voice in decision making. The Student LCAP Committee, and the District LCAP Advisory Committee seek to utilize academic and school climate data, site-based meetings, LCAP survey data, as well as a general workshop session to give input into the development of the LCAP plan. They provide recommendations via the following efforts and committees: Student LCAP Advisory Committee, Survey offered to all members of community, Site meetings for LCAP, DELAC, Local Control and Accountability Review, SSC Participation, Parent Community and Involvement Specialists to determine meaningful supports and communication protocols. Committees, advisory groups and meetings share the same framework of analysis and recommendations, moving through a review of dashboard data and survey information, a review of existing LCAP goals and actions, and a review of focused survey question data in order to make recommendations for modifications, additions or deletions of action items in the plan. Because of the efforts of these committees, East Side has been

recognized and distinguished as one of only six districts statewide to be a partner in the Community Engagement Initiative.

- Survey data highlights the partnerships sought by 9-12 grade community for student success and increased access and opportunity to staff and platforms to plan, monitor and advocate directly for student success. To facilitate partnerships aligned to desired student outcomes, Parent and Community Involvement Specialists are active at all Comprehensive Sites.
- Increased number of counselors by nine to focus on early response to students.
- Increased translation services, adding on-site interpreters, and phone-in interpretation services, and written translation of documents.
- Provided Parent Education events: Parent Course for Student Attendance Review Board, College Night and Annual Parent Empowerment Conference to allow parents to address specific needs in the partnership.
- Provided Implicit Bias training for staff (85% of all staff completed training) to foster deeper relations within community.
- Facilitated Multi-Tiered Systems of Support (MTSS) teams at all sites to deepen the partnerships educators and schools have with families as community partners.
- As part of the District's LCAP efforts, the Student Advisory Council developed survey questions to determine the nature of the relationship that were important and prioritized by our community.
- Plan: Continue to fund Parent and Community Involvement Specialists at all Comprehensive Sites, increased numbers of counselors at each site, early responses to students, increased translation services, additional on-site interpreters, phone-in interpretation, a system for the written translation of documents, parent course for Student Attendance Review Board, annual College Night, and annual Parent Empowerment Conference.

11. Pajaro Valley Unified School District:

- In 2018-19, rewrote parent and family engagement policy to increase parents' abilities to be engaged in decision makers in all schools.
- Through the Parent Education Office, School Smarts offered to parents and is great support for developing strong parent leaders but is limited based on attendees.
- New English Learner Master Plan calls for a more comprehensive approach to involve all stakeholders and spurred the creation of a new parent community leadership group that is forming in 2019-20.
- In 2018-19, launched District Climate Survey, using Youth Truth.
- Through the Educational Equity Audit, found that academic counselor communication to parents was inconsistent, the online teacher gradebook was inconsistent in being up to date and the school websites may not be updated.
- Provided multiple opportunities for parents and community members, in multiple Languages, to build capacities of parent leaders for parent engagement, parent empowerment and decision-making. Offered 40 district sponsored parent engagement events per year, including five parent Saturday Conferences.
- With adoption of new English Learner Master Plan, aligned to English Learner Road Map, district is strengthening and building school capacity to use family assets to build bridges and create a welcoming school environment.
- Area of improvement:
 - Traditionally, district has held 9 LCAP input meetings for parent groups but has seen limited attendance.

- Ensure all sites use the asset model to empower and collaborate with parents. Through the multiple opportunities for engagement, we have set a goal to increase the number of parent attendance to district parent events by 5%.
- Standardization of academic counselor essential duties, working with school sites to keep the online gradebook up to date for parent viewing, and continue to expand secondary student led conferences.
- Plan:
 - PVUSD will be adding additional ways to receive parent input on the LCAP including social media platforms.
 - Due to the findings of the Educational Equity Audit, started a TK-12 College week to be held annually, revised academic counselor essential job duties to be consistent across the school and district, and expanded student-led conferences at secondary schools. All parents will receive communication via conferences or mail about their students' NWEA Measure of Academic Progress, and resources for parents to fully understand student data and guiding questions to collaborate with their student's teachers.

REGION 7:

12. Fresno Unified School district:

- Department of Community and Family Services partners with district Administrative Credential Program to develop teachers in transition to administrative positions throughout the district. Professional learning sessions engage teachers in the district's strategic plan for parent engagement, parent engagement benefits, mandatory parent representation at school, mandatory parent representation at district level, districtwide year-round parent learning opportunities, and strategies for parent participation at school. Through this leadership training, school site administration is introduced to Action Plan Building, SSC Meeting, SPSA development and various parent advisory groups.
- Parent University supports both parents and school's parent engagement component by programming year-round parent engagement opportunities district wide in three languages: English, Hmong and Spanish. The baseline curriculum is translated and presented in the family's native home language be either English, Hmong, or Spanish to maximize dialogue and understanding of the classroom's instructional materials. Each parent learning session is delivered by a Primary Language Instructional Specialist allowing our classroom facilitators to foster both culture and language sensitivity in the classroom.
- Parent University's Baseline curriculum empowers parents with the information and resources to be the strongest advocates for their child's education, including parent education for families in grades K-12 and college preparation courses, where families learn how to navigate and understand the school/district accountability systems such as California Dashboard and CAASPP, how to ask questions about their children, school and district, get insight into the instructional and learning environment, classroom observations and ATLAS Parent Portal, and participation in specific parent education activities such as SST meetings to address student needs, and one-on-one meetings with Middle School Counselors to facilitate discussions on academic progress and early interventions needed.
- The Parent University serves as a bridge for other district departments who seek parent input and feedback to create district-wide policies. Parents are filtered into the decision-making process from Parent University's Leadership Academy, District Advisory Committee Meeting, and school site parent learning session. Parent University's programming includes Parent Action Plan

workshops, which facilitates school administration and teacher conversations about how parents can be active participants at the school site and in classrooms to improve student outcomes. Through the Parent Action Plan, administrators identify specific areas in which parents can support teachers in the classroom in support of day-to-day student support plans for improvement.

- Parent University has implemented a series of professional learning opportunities for all **district parent home school liaisons** working directly with families to promote positive communication and a positive school culture between parents and staff. Professional learning topics were prioritized to provide staff training on appropriate ways of creating a welcoming environment, identifying a language support system at the school site, and connecting families to district and community resources in order to support the academic needs of students and families in and outside of the classroom. Professional learning opportunities are programmed once a month at the **District Parent Resource Center** and are embedded in the district's professional learning database for all district staff to register.
- **Department of Community and Family Services** additionally **partners with local Community organizations who deliver parent learning curriculum and support "hard to reach" families** throughout the district. Department approved community organizations also deliver all parent learning material in the families' native languages; curriculum includes culturally based parent learning modules that allow families to reflect on their own cultures vision of education, fostering a college going culture, and make educated decisions around goal setting amongst like-minded peers.

13. Sanger Unified School District:

- Focus on building the capacity of and supporting principals and staff to actively engage families in advisory groups and with decision making.
- Gathered input from families through large and small group forums, individual interviews and surveys, and provided several opportunities to share information and receive input from school site leaders.
- **Partnered with the Gardner Center from Stanford University** to better understand and evaluate current practice as it relates to Family Engagement, Partnerships and Decision-Making Input. Gardner Center staff interviewed administrators and parents at each school, as well as the **Family Resource Center**. Stakeholders described family engagement activities related to building family leadership, including building families' strengths to empower participation in school governance and decision-making.
- **Parent University focused on building families' capacity as advocates** for their child and community leaders. Some parents described their leadership trajectory as one of empowerment, as they learned to believe in themselves and make a difference in the lives of their children and their school.
- Through analysis of current practice and reality, **developed a more systematic approach for Family Partnership and Engagement, and recognized the need for professional learning opportunities in schools**, has begun with site leaders and will be moving to office assistants next.
- Plan: A goal in this area is around family leadership and empowering our families to understand their rights and how they can be an advocate for their children. This will be one of our 4 domains to schedule Family Engagement opportunities for next year.
- District is committed to building the capacity of all staff in creating an environment in which all families feel welcome and respected. A **Family Engagement leadership team** was established two years ago and continues to meet on a regular basis. This is a small group which consists of

primarily underrepresented families and informs the district with input to better serve our community.

- Are of improvement: Develop a system of support that bolsters meaningful family engagement across Sanger Schools and Community. Recognize that not all families may feel welcome in the current structure and are committed to creating structured time for Staff Professional Development to build relationships with all families.
- Plan: Continue supporting staff to learn about each family's strengths, culture, languages and goals for their children and will intentionally engage in goals for this area through work with Family Involvement Team.

REGION 8:

14. Oxnard School District:

- Provides annual training to all schools on how to effectively run committees such as ELAC and SSC. Each year principals attend a training with SSC to ensure deep understanding of parents' right and responsibilities on each committee. Parents receive training on Robert's Rules, and they are empowered to be leaders during these meetings.
- District webpage leads parents to a survey to collect on-going data on parent/community/district relationship.
- Committed to working collaboratively with families to ensure authentic parent involvement and participation, including ensuring parents are focused on student outcomes and are aware of the instructional needs of students. Use variety of ways including regular ELAC, DELAC, SSC, **Superintendent's Parent Advisory Committee** and other school level meetings.
- Host parent meetings focused on Math and Literacy nights, **Pathway to Biliteracy** evenings and High School and Beyond nights at every school, facilitated by school counselor and the principal. During these meeting, student academic achievement is discussed, and connections are made to high school requirements, helping them understand how to navigate the high school setting.
- Parents and community members are integral part of the LCAP development. During stakeholder meetings discuss student achievement as well as how the school is addressing these needs. DELAC and PTA representatives are always in attendance.
- **Spanish and Mixteco interpretation** is provided to ensure families have full understanding of the topics and have opportunities to provide feedback.
- Over the last several years, building relationships with parents has been a priority and had tremendous success building collaborative relationships with parents, particularly parents of ELs.
- Provided parents with training such as **Project 2Inspire**. This opportunity has empowered parents and create strong leaders who now work collaboratively with district and school staff. It has created a great space for open and honest communication between families and the school district and a deep understanding that we are a team focused on our students' and communities' well-being.
- District employs a **District Community Liaison** to work with families of students most at risk. This person is housed in the enrollment center and ensures that our students identified as homeless or foster youth receive additional supports and services.
- **Every school has an Outreach consultant** whose position is to work with parents in support of any school or community service needed.
- District also has a **Parent liaison** who acts as the direct link between district and parents to help build positive relationships and positive leaders.

- Area of Improvement: Outreach African American families. In order to address this identified need, the district is in the process of establishing an African American Parent Advisory Committee.
- Plan: In 2019-20, district is making a greater effort to involve parents of African American students.

REGION 9:

15. Anaheim Union High School District:

- A lot of work has been done in past years to build capacity among parents to be able to actively participate and collaborate in a variety of decision-making committees, such as SSC, ELAC, DELAC, Superintendent's Parent Advisory Committee, and LCAP stakeholder engagement process. Families feel valued and heard in these committees because the District and the school sites view them as an asset at the table and families have an active voice as collaborators when making decisions that will impact student outcomes. Have parents sitting on all committees and large number of parents attend and actively participate in the LCAP process. We have been highlighted numerous times by the County and State for LCAP engagement process.
- Developed specific programs to support authentic partnerships with families. Parent Learning Walks are one example of how families are able to build their capacity in how to support student learning at home by observing the instruction and learning in classrooms and using this knowledge as a tool to support learning at home. It also empowered families to better advocate for their students by pushing for more classroom engagement and teacher accountability.
- District has been very intentional in building relationships with families and the broader community. One example is the hiring full time Family and Community Engagement Specialists (FaCES) at each school, as well as a district Coordinator for FACE. This position has allowed our schools and district to establish trust among our community and in turn, strong relationships have been built.
- Plan: Based on the recommendations of LCAP stakeholders, maintaining these positions is a high priority

16. Cajon Valley Union School District:

- Parent engagement is increasing both at district and site levels. Provide Pre-meeting information, including general overviews and vocabulary that will assist families in deeper engagement during decision-making meetings.
- Professional development for certificated and classified staff is our strength in helping to build partnerships between staff and families. This work is supported by our community liaisons through the Home Visit and Family Teacher Team training and will expand these professional learning opportunities to more sites in 2019-20.
- Used Gallup Parent Survey, Gallup Student, and Gallup Staff surveys. The parent survey includes 12 research-based questions, based on a 5-point scale, related to parent engagement in schools and is offered in English, Spanish and Arabic translations. 100% parents were given the opportunity to participate in the survey, and all grade levels (TK-8) were represented in the results. This survey was implemented to provide a feedback opportunity to include additional parents outside of our traditional advisory groups (SSC, ELAC, DELAC, and LCAP committees).
- A local survey also was conducted related to parent engagement. This survey was given to liaisons, certificated advisory members and administrative staff. Both surveys provide information that guides district decision making and program modifications.

- Local assessment showed strong evidence in building positive relationships with parents to improve student outcomes. We believe this directly related to the **expansion of our Family Teacher Teams**. District is reimagining parent conferences through Family Teacher Teams. This program offers parents an opportunity to share their goals and dreams for their students while learning home activities that will support their student progress in a specific learning area based on individual data points. Parents share their goals and learn alongside one another. This program has **expanded to six elementary sites since 2018**.

17. San Diego Unified School District:

- **Family Engagement Team** effectively supports participation and capacity building with families with all district advisory groups, hold monthly meetings with Advisory chairs to build capacity, engage in effective decision-making regarding LCAP, and to seek input. Team ensures that a Family Engagement representative attends each meeting and provides families with updates on academic strategies, workshops for parents, and school/community events.
- Committed to partnering with families through learning opportunities to support student learning development in the home by creating **High Impact Home Strategies**.
- Family Engagement Team is requested by schools to attend and facilitate **Family Fridays** to provide families with specific supports indicated by parent feedback, provide trainings and interact with school families on a regular basis. Translation services provided at any sponsored event.
- Made extensive efforts for all schools and site personnel to create environments that are friendly and welcoming. Schools host various events to welcome and involve parents in aspects of the school culture.
- Many schools **provide regular communication in multiple languages** in an effort to provide families with timely information.
- Areas of improvement:
 - Provide culturally responsive trainings, including collecting data from families about key aspects to highlight their culture, cultural contributions, and identify key figures that are known; meeting with community partners to engage in learning, collaboratively develop and design trainings (establish process, structures); and facilitate training sessions for and seek feedback from parent groups.
 - Connection between parent involvement and efficacy to improved student academic outcomes.
- Plan: Develop annual program evaluation survey to allow families, teachers, principals, and district administrators the opportunity to evaluate the activities provided for parents at school and the **Neighborhood Centers**. The data gathered from the evaluations will guide decisions for adjusting and refining the work of the Family Engagement Team.
- Plan: build opportunities for meaningful engagement, provide clarity and examples of the legal responsibilities of the educational system, and to collaborate with schools to examine student progress. Parent trainings would include school-based programs, e.g., the Integrated Multi-Tiered Systems of Supports or other options for academic support like tutoring or community academic supports. Family Engagement team would create a list of local community resources that can assist students academically for each Neighborhood Center.

18. San Marcos Unified School District:

- Parents are a critical group of stakeholders involved in the LCAP process annually. Each school has two parents at the district-wide LCAP stakeholder meeting along with teachers, a classified staff member, the principal and students at the secondary level.
- Parents input is solicited through the LCAP District-wide process and through surveys as part of the SPSA development process.
- Parent evaluation of current strengths and areas of improvement comprise an essential component of the comprehensive needs assessment developed by every school site. The same template is used for the LCAP and SPSA.
- Parent of ELs have grown confident in their roles. ELAC needs assessment completed by each site and DELAC needs assessment completed each spring form the foundation for DELAC EL program recommendations presented to the Board. As a result of their recommendations this past year, schools will report progress for their ELs to parents five times a year.
- The Parent Advisory Committee (comprised of a representative from every school) meets regularly with the Superintendent to provide recommendations and voice concerns regarding District procedures and practices.
- All parents are included in annual surveys each year at the District level to determine areas of strength and weakness in parent engagement and solicit parent input about District practices. The Speak Up Survey and Hanover Survey have been used consistently. 88% of the parent respondents said they participate in activities or decision-making committees (up by 5% from the year before).
- Targeted workshops and parent education events were offered to support parents in their partnership with the District, and to support their children, including:
 - EL parent resource night, family math nights, and family STEM nights
 - Habits of Mind for College and Career Readiness (students and parents participate)
 - Triple P Positive Parenting
 - Mano-a-Mano Foundation (Parenting specific to Latino community)
 - Drug Prevention and Awareness in collaboration with DEA and San Marcos Prevention Coalition
 - PIQE (Parent Institute for Quality Education)
 - 12 weeks of parent education and advocacy classes
 - Parent education videos on grade level expectations and ways to support students at home
 - Podcast on topics pertaining to bridging home-school on essential topics (i.e., attendance awareness).
 - All schools hold back-to-school nights to inform parents of academic and behavioral expectations.
 - Elementary teachers hold parent conferences for all students to set goals for each child and use a detailed report card to inform parents of student progress during the year.
 - Secondary teachers communicate with parents using a system-wide platform for grading, email and conferences to keep parents informed of student progress.
- Plans:
 - Administrators are engaged in studying the impact of culturally responsive practices and the importance of creating a school culture that allows for the care and nurturing of culturally responsive practices.
 - The Superintendent and Communications Coordinator have developed a communication plan with advice from Parent Advisory Committee. Sites will be responsible for implementing part of the plan.

REGION 10:

19. *Moreno Valley Unified School District:*

- The 2018-19 **Panorama survey** indicated that 81% of families felt their suggestions were welcome, a rise of 10% over previous year.
- Survey opened to parents of ALL students, as opposed to only those of students in grades 4, 7, and 10 in the previous year. Received 1,604 surveys from parents/family members.
- Focused attention from English Learner Parent Involvement Specialist (position for over 20 years) and **new African American Parent Involvement Specialist hired** in response to 2017-18 data.
- Plan to continue improving/increasing the frequency of the following strategies, with a focus on providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels:
 - conduct annual needs assessment for African American families to determine parent needs
 - conduct annual needs assessment for families of EL students and share w/DELAC
 - provide **DELAC officers the opportunity to attend CAFE National 3 day conference** and have them report back
 - host **African American parent nights**
 - host parent field trips
 - promote and pay for parent attendance at engagement conferences.
- Plan to continue improving/increasing the frequency of the following partnership strategies, with a focus on supporting families to understand and exercise their legal rights and advocate for their own students and all students:
 - make a set of copies for our DELAC representatives once a month to pass out at their school.
 - email a promotional flyer to all leaders of our 25+ book clubs at the sites
 - use Peachjar to promote workshops and events for ELL and African American families
 - update the website under Parent Engagement promoting workshops
 - make large posters for the schools hosting a workshop
 - provide Parent Ambassadors a set of copies of workshop fliers to pass out at their sites.
 - also send information regarding meetings via email, texts, phone messages.
- Plan to focus on improving/increasing the frequency of the following engagement strategies:
 - continue Yearly Book Club Celebration in March with over 250 participants
 - host information table at site and district events for underrepresented families
 - promote events in the Press Enterprise and **Black Voice Media**
 - send Posters and Flyers to ALL school sites with information regarding all meetings and events of specific interest to parents
 - attend and host clergy events
 - provide ALL DELAC officers opportunities to attend Family Engagement Network meetings at RCOE
 - provide ALL DELAC representatives the opportunity to attend CAFE Regional 1-day conference in Riverside
 - continue opening Parent Resource Center from 9am - 12pm Monday-Thursday
 - participate in **African American Family Reunion Community held annually** at TownGate Park.

20. *Ontario-Montclair School District (R10):*

- Provided resources, information and multiple opportunities to engage in the LCAP development process, including presentations, data sets, surveys, infographics, Superintendent communications, opportunities for engagement, 'OMSD LCAP Season' webpage, written

Comments for the Superintendent forums, and meeting agendas for all stakeholders and administrators for use in conducting input meetings.

- Provided multiple opportunities to consult with all stakeholders and engaged them in LCAP development and Annual Update process at both District and site levels, which included information on LCFF, District and Site Level student achievement, student and parent engagement data, and LCAP Annual Update. All District and site level stakeholder input meetings, attendees, sign-in sheets and survey responses are collected and presented to Board.
- Each year, contracts with “ThoughtExchange”, a portal designed to provide participants a vehicle to give input and collaborate with one another, as they rate one another’s ‘Thoughts.’ As a result of this interactive process among all stakeholder participants, the highest rated ‘Thoughts’ are highlighted, and themes emerge giving the District critical and relevant information for LCAP.
- Provided parent trainings at Parent Educational Center (PEC) and at centralized locations around District on topics Such as technology, ESL, digital citizenship, academic preparation to support their children, health, nutrition, internet safety, reading literacy and positive parenting.
- Parent Leadership Conference provided annually to parents where they attend workshops designed to support them helping their child succeed academically, behaviorally and socially.
- Educated teachers, specialized instructional support personnel, principals, and other school leaders and staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
- Provided training to administrators on supporting strong parent involvement at school, and prepared tools and resources for administrators to use with their staff to develop their ability to build strong connections between home and school.
- Cultural proficiency learning built into professional development workshops for site and district leaders to increase awareness of their own cultural identity and views about differences, and the ability to learn and build on the varying cultural and community norms of staff and families, in order to build stronger relationships with staff and families.
- Area of improvement: Most parent workshops at PEC had limited participation by parents from schools not geographically proximal.
- Plan: PEC has begun offering limited school-based workshops and is offering parent leader training-of-trainer workshops to expand local parent trainings.

21. San Bernardino City Unified School District:

- District has excelled in creating an environment of stakeholder inclusiveness and collaboration throughout the Local Control and Accountability Plan (LCAP). Multiple LCAP stakeholder meetings and workshops took place in 2018-19, to share monitoring updates and gather stakeholder feedback, including four LCAP meetings open to community members, parents, students, school staff, and parent advisory groups.
- Surveys were designed to capture family strengths, needs, and goals, and provided feedback on family engagement practices and policies as well as barriers.
- Aligned with a “cradle to career” philosophy, and building upon existing District Community Engagement Plan, the LCAP serves as an all-inclusive planning tool.
- Through the Student Study Team process, families become part of the problem-solving process related to student academic, behavioral, and social emotional challenges.
- Community Advisory Council initiated to support Special Education families.
- Climate and culture work began to support school staff in building relationships with students and their families through evidence based restorative practices.

- In 2018-19, the **Welcoming Resource Center** opened at the request of parents to provide enrollment, student assessment and placement, and information on district programs.
- The Family Engagement department works with early childhood, elementary and secondary schools to help families become aware of free or low-cost resources for academic, student's developmental stages, and preparation for college and career.
- District Advisory Councils bring in guest speakers to support families in understanding resources within the school district and in the community. Topics include college readiness, career choice, health related information, immigration, and other issues that may impact student success.
- Community partners offer classes, training and information to district families regarding how to advocate for their children in a variety of areas.
- English Learner and Special Education departments annually send a cohort of **parents to the locally hosted CABE conference** in order to support their leadership development.
- Each high school continues to have **Family Engagement Centers** that focus on responding to family needs, where trainings and support groups were also provided for Special Ed parents.
- Another way the district engaged underrepresented families was through a variety of student recognition events.
- **Department of Equity and Targeted Student Achievement** supports underrepresented student groups and integrates their work with other district divisions to support student success for all.
- **Opportunity Gap Specialists** supports the **African American student** group, through monitoring student success, connecting with parents about school site programs, activities, tutoring, and supporting communication between teachers and parents.
- In 2018-19, **Wellness Program was piloted at 13 school** sites to provide preventative and responsive resources to site families regarding physical and mental health, housing, and employment. This program is designed to get basic needs met in order for families to be able to focus on student learning and attendance.
- **Staff Training on Behavioral Intervention, Restorative Practices, and how to encourage family involvement** were provided for all school sites. **Cultural Proficiency and Customer Service trainings** have been provided for all district managers and support staff since 2017-18.
- Plan:
 - Re-engage all parent advisory groups at the site and district levels, through a series of workshops and trainings based on stakeholder needs. A specific focus on the Community Advisory Committee to support Special Education families will occur.
 - Implement **Family Engagement pilot programs** at a number of schools, and the parent portal will be expanding to all families TK-12.
 - Build staff capacity to develop relationships with families will be a focus in 2019-20. Schools will work on building their site family engagement team, as well as developing timelines for parent meetings and staff trainings.

REGION 11:

22. Azusa Unified School District:

- Long history of collaborative, positive relationships between schools and families. Year after year, parents report high levels (>85%) of satisfaction with engagement opportunities and experiences at schools. Because of the successes, it was selected as one of six districts in the state to be part of **California's Community Engagement Initiative Professional Leading and Learning Network**. Participation in this network will allow to share promising practices with other districts and schools.

- SSC, ELACs, school parent organizations, **District Parent Advisory Committee (PAC+)**, DELAC, and **Superintendent's Roundtable** meetings provide formal avenues for families to partner in decision making and continuous cycle of improvement. These committees and meetings are ongoing and intentionally seek diversity and voices of all students, staff, families, and community.
- Strongly support parents in learning about district adopted curriculum, standards, and teaching strategies. Parents are provided opportunities to preview, provide input, and gain an understanding of expectations and resources for students.
- Schools provide families with workshops that outline family connections to curricula. Principals and district instructional leaders meet with parents to outline curriculum and content with a focus on the role families play in supporting students. Academic events, such as **Math Game Day**, allow parents to partner with teachers to support students' learning and create opportunities for everyone to engage in learning together. Parents not only learn about math games and participate during the school day but replicate them at home to enhance student achievement.
- All schools offer two **Families in Schools Modules** each year. One strength of these parent workshops is the leadership building for parents. During these modules, **parents serve as the leaders and facilitators** with support from community liaisons and administrators. Some modules enhance academic achievement, such as the popular **Reading Roads module**. Other modules provide resources and strategies that parents can use to support student transitions to middle school, high school, and college.
- Parent survey results and parent feedback support the analysis that parents feel welcome and listened to at both the district and school level. Some of the strengths include the opportunity for Spanish speaking parents to participate in meetings and committees as well as engage individually with school and district staff. **All meetings offer translation.**
- A **large number of teachers speak both English and Spanish** and every school site has a **bilingual community liaison** to support translation in family engagement forums. Formal meetings and committees are often **facilitated discussions rather than simple presentations** so that two-way communication can be maximized.
- Schools and teachers welcomed parents/families to consult on student progress formally at district-calendared conferences or informally anytime through email, phone calls, or in person.
- Use **Blackboard online portal for two-way communication** between parents and teachers.
- District recently **trained all school office employees through Families in Schools' "Welcoming Environment" training module.**
- Plan:
 - Future growth will be focused on continued diversity of representation through tracking of the student populations that make up the district and ensuring there is equitable representation. Through participation in the Professional Leading and Learning Network, will focus on other growth areas such as adding additional measures of district family engagement.
 - Explore opportunities to increase staff formal training in parent engagement strategies and expand understanding and appreciation of different cultures, languages, and backgrounds of students and families, especially those less represented.

23. Bonita Unified School District:

- In 2018-19, feedback from stakeholders from Surveys and **Open Forums** requested additional resources be allocated to mental health service on all campuses. As a result, for the 2019-20 school year, **8 additional mental health counselors were hired**, and now all 13 schools have access to mental health services.

- **Parent Partnership Academy** provides resources to parents to better support their students. This event has been expanded from a focus on Special Education to include opportunities for all parents. Topics include reading intervention, understanding your students' grade book, assistive technology, supporting students with anxiety, and many parenting topics.
- Elementary schools offer family reading nights and STEM nights to connect families with the content students are engaging in.
- Middle schools offer a transition to middle school events for new parents of incoming 6th graders.
- High schools offer a transition to high school meeting for parents, as well as college preparedness evenings.
- Expanded **partnerships with San Antonio Regional Occupation Program and Mount San Antonio College** to promote opportunities for students in **Career Technical Education**.
- Use **California School Parent Survey from WestEd** annually.
- Strong relationships with families are evidenced by active PTAs, high frequency of volunteers, and significant participation in school events.
- In 2018-19, engaged in a process to choose a new communication system to better support families.
- Plan: continue to leverage DELAC to facilitate communication with families of Els.

24. Lawndale Elementary School District:

- Built the capacity of family members, principals, and staff to effectively engage in advisory groups and decision-making through a two-pronged approach: (1) creation of the **community liaison position at each school**, and (2) targeted building of parent knowledge of and participation in ELAC/DELAC and SSC/DPAC. Role of Community Liaisons includes telling families about programs, scheduling workshops to which families from all schools are invited to attend and encouraging parents to become more active at school and district committees.
- Created **Family University**, a program that encourages parent engagement via stamps on a **"participation passport"** which is linked to a **tiered recognition system**. Creating a system of incentives created curiosity and excitement amongst parents and rewarding them to come to school to participate in committees and workshops helped with attendance.
- Built the capacity of parent leaders through DPAC and DELAC, where parents had opportunities to learn about the programs in place and give feedback and ideas for additional improvements. As an example, the feedback provided made it clear that parents wanted a reclassification policy that included K-3 students as well as students with disabilities, Family University to be expanded from one school to all eight to improve availability of workshops and leadership development opportunities, and an expansion of the dual language immersion program.
- At school level, parent participation in ELAC and SSC is growing, and many parents not only participate in both school committees but are also active members of district-level committees — District Parent Advisory Committee (DPAC) and DELAC. At the final joint DPAC/DELAC meeting of 2018-19, over 60 parents attended, indicating an increase in attendance of over 100%.
- DPAC and DELAC parent leaders plan district level meetings to inform school level parent leaders of district policies, state standards and assessments, Title I requirements, and how to monitor their child's progress and work with teachers to improve their child's achievement.
- Parent leaders at district and school level are building leadership skills through participating in LESD Family University workshops and attendance at external conferences such as **CABE** where they have attended workshops on topics such as English Language Proficiency Assessments for California (ELPAC), Parent Leadership and Engagement, and Common Core and ELD Standards.

Upon return from such conferences, parents present what they learned to their school level ELAC and SSC groups, and debrief what they learned with community liaisons and school and district personnel and provide feedback, suggestions, and potential resources to add to family engagement plan.

- Each school provides family nights and parent workshops facilitated by teachers, community liaisons, and curriculum coaches.
- Teachers, specialized instructional support personnel, administrators, and other staff are informed of the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school by parent leaders who have participated in the Building Better Communities training and who serve as DELAC, DPAC, ELAC, and SSC officers; by community liaisons and ELIRTs who are collaborating to build resources and materials for newcomer families; and by resources and communications provided both in person and digitally through Lawndale's Family University.
- Ensure district's policies and practices respond to diverse strengths and needs of English Learners by embarking on a 3-year learning project with TNTP, a national education non-profit organization, with the goal of developing comprehensive support systems for English Learners aligned to vision to be "champions for equity and access for all". TNTP conducted a systemwide diagnostic by collecting and analyzing all available quantitative data (test scores, policies, procedures, professional development plans) and qualitative data (interviews of representatives of all stakeholder groups) to better understand English Learners' academic experiences and the root causes for existing performance gaps. Focus groups included Instructional Cabinet, principals, assistant principals, EL Instructional Resource Teachers (ELIRTs), Language Arts Specialists, Math TOSAs, Student Support Staff, Educational Services staff, parents, and students. Several trends emerged: 1) English Learners have big professional goals and want to go to college, but many students are likely not on a path to reach their goals, and schools do not have all the data they need to track progress, 2) District is committed to a clear path forward to improve instruction for English Learners through designated and integrated ELD, ELIRT positions, and a focus on academic discourse, but actual implementation of these resources is falling short of the intended vision and more is needed to address rigor, 3) Schools are eager to support student and family needs outside of the classroom, but without a systematic process in place to assess and integrate information on newcomer and student social-emotional needs, some English Learners likely do not have the support they need to be successful in school, 4) District worked hard to cultivate a sense of pride about what English Learners and their families bring to the district, but work remains to ensure all staff are brought into this vision and that all students and families are informed about services and feel like valued members of the LESD community.
- Area of improvement: Provide translation and support for parents who speak fewer common languages so that they also feel included. Currently translation is provided in Spanish and Vietnamese as needed, but there are 26 languages spoken in the district. Resources such as online translation and vocabulary banks, identifying bilingual staff who speak languages such as Arabic, Portuguese, etc., and providing teachers with toolkits of classroom resources in multiple languages are some of the ways LESD is addressing this need.
- Plan: Respond to the results of the diagnostic by continuing to refine the systems and structures already in place for teachers and principals to accomplish two main goals: 1) build teacher capacity to strengthen the rigor of both designated and integrated ELD, and 2) infuse data collection, analysis, and response in our learning to get to know our students - by ELD levels; by typology (newcomers, normally progressing ELs, LTELs, students at risk of becoming LTELs, RFEPs, IFEPs), and by instructional and social-emotional needs.

APPENDIX B

LIST OF DISTRICTS REVIEWED

REGION 1

1. Cotati-Rohnert Park Unified
2. Geyserville Unified
3. Dunham Elementary
4. Guerneville Elementary
5. Healdsburg Unified
6. Konocti Unified
7. Lakeport Unified
8. McKinleyville Union Elementary
9. Mendocino Unified
10. Petaluma City Elem/Joint Union High
11. Santa Rosa City Schools
12. Sebastopol Union Elementary
13. Sonoma Valley Unified
14. Trinidad Union Elementary
15. Ukiah Unified

REGION 2

16. Black Butte Union Elementary
17. Chico Unified
18. Durham Unified
19. Fall River Joint Unified
20. Grenada Elementary
21. Lake Elementary
22. Manzanita Elementary
23. McCloud Union Elementary
24. Pacheco Union Elementary
25. Palermo Union Elementary
26. Paradise Unified
27. Red Bluff Union Elementary
28. Shasta Union High
29. Tulelake Basin Joint Unified
30. Westwood Unified
31. Willows Unified

REGION 3

32. Black Oak Mine Unified
33. Dry Creek Joint Elementary
34. Elk Grove Unified

35. Folsom-Cordova Unified
36. Gold Trail Union Elementary
37. Natomas Unified
38. Pioneer Union Elementary
39. Placer Union High
40. Placerville Union Elementary
41. Rocklin Unified
42. Roseville City Elementary
43. Roseville Joint Union High
44. Sacramento City Unified
45. San Juan Unified
46. Twin Rivers Unified
47. Western Placer Unified
48. Williams Unified
49. Yuba City Unified

REGION 4

50. Alameda Unified
51. Antioch Unified
52. Benicia Unified
53. Burlingame Elementary
54. Byron Union Elementary
55. Castro Valley Unified
56. Dixon Unified
57. Fremont Unified
58. Hayward Unified
59. John Swett Unified
60. Las Lomas Elementary
61. Mill Valley Elementary
62. Millbrae Elementary
63. Mt. Diablo Unified
64. Napa Valley Unified
65. New Haven Unified
66. Oakland Unified
67. Portola Valley Elementary
68. San Bruno Park Elementary
69. San Carlos Elementary
70. San Francisco Unified
71. San Rafael City High

- 72. San Ramon Valley Unified
- 73. Sausalito Marin City
- 74. Sequoia Union High
- 75. Vacaville Unified
- 76. Vallejo City Unified
- 77. West Contra Costa Unified

REGION 5

- 78. Alum Rock Union Elementary
- 79. Franklin-McKinley Elementary
- 80. Gilroy Unified
- 81. Greenfield Union Elementary
- 82. Loma Prieta Joint Union Elementary
- 83. Oak Grove Elementary
- 84. Live Oak Elementary
- 85. Campbell Union High
- 86. East Side Union High
- 87. Fremont Union High
- 88. Monterey Peninsula Unified
- 89. Morgan Hill Unified
- 90. Mountain View-Los Altos Union High
- 91. Pajaro Valley Unified
- 92. Palo Alto Unified
- 93. Salinas City Elementary
- 94. Salinas Union High
- 95. San Benito High
- 96. San Jose Unified
- 97. San Lorenzo Valley Unified
- 98. San Lucas Union Elementary
- 99. Santa Clara Unified
- 100. South Monterey County Joint Union Hi
- 101. Sunnyvale

REGION 6

- 102. Calaveras Unified
- 103. Ceres Unified
- 104. Denair Unified
- 105. Keyes Union
- 106. Lincoln Unified
- 107. Lodi Unified
- 108. Manteca Unified
- 109. Modesto City Elementary
- 110. Modesto City High
- 111. New Hope Elementary
- 112. Newman-Crows Landing Unified

- 113. Patterson Joint Unified
- 114. Stockton Unified
- 115. Summerville Union High
- 116. Tracy Joint Unified
- 117. Turlock Unified

REGION 7

- 118. Atwater Elementary
- 119. Bass Lake Joint Union Elementary
- 120. Central Unified
- 121. Chowchilla Union High
- 122. Clovis Unified
- 123. Dinuba Unified
- 124. Fresno Unified
- 125. Kings Canyon Joint Unified
- 126. Kings River-Hardwick Union Element
- 127. Lemoore Union Elementary
- 128. Lemoore Union High
- 129. Los Banos Unified
- 130. Madera Unified
- 131. Merced City Elementary
- 132. Merced River Union Elementary
- 133. Porterville Unified
- 134. Sanger Unified
- 135. Selma Unified
- 136. Strathmore Union Elementary
- 137. Tulare Joint Union High
- 138. Visalia Unified
- 139. Waukena Joint Union Elementary

REGION 8

- 140. Arvin Union
- 141. Bakersfield City
- 142. Conejo Valley Unified
- 143. Delano Union Elementary
- 144. Delano Joint Union High
- 145. Greenfield Union
- 146. Kern High
- 147. Lakeside Union
- 148. Lamont Elementary
- 149. Lompoc Unified
- 150. Lucia Mar Unified
- 151. Maricopa Unified
- 152. Moorpark Unified
- 153. Oxnard

- 154. Paso Robles Joint Unified
- 155. Pleasant Valley
- 156. Richland Union Elementary
- 157. San Luis Coastal Unified
- 158. Santa Barbara Unified
- 159. Santa Maria-Bonita
- 160. Santa Maria Joint Union High
- 161. Santa Paula Unified
- 162. Simi Valley Unified
- 163. Somis Union
- 164. Ventura Unified
- 165. Wasco Union Elementary

REGION 9

- 166. Anaheim Union High
- 167. Buena Park Elementary
- 168. Cajon Valley Union
- 169. Centralia Elementary
- 170. Chula Vista Elementary
- 171. Cypress Elementary
- 172. Dehesa Elementary
- 173. El Centro Elementary
- 174. Escondido Union
- 175. Escondido Union High
- 176. Fallbrook Union High
- 177. Fountain Valley Elementary
- 178. Fullerton Elementary
- 179. Heber Elementary
- 180. Huntington Beach Elementary
- 181. Jamul-Dulzura Union Elementary
- 182. Julian Union High
- 183. Irvine Unified
- 184. La Habra City Elementary
- 185. La Mesa-Spring Valley
- 186. McCabe Union Elementary
- 187. Magnolia Elementary
- 188. Meadows Union Elementary
- 189. Mulberry Elementary
- 190. National Elementary
- 191. Newport-Mesa Unified
- 192. Ocean View
- 193. Oceanside Unified
- 194. Orange Unified
- 195. Placentia-Yorba Linda Unified
- 196. San Diego Unified

- 197. San Marcos Unified
- 198. San Pasqual Union Elementary
- 199. San Ysidro Elementary
- 200. Santa Ana Unified
- 201. Santee Elementary
- 202. Savanna Elementary
- 203. Seeley Union Elementary
- 204. Solana Beach Elementary
- 205. South Bay Elementary
- 206. Vista Unified

REGION 10

- 207. Alvord Unified
- 208. Chaffey Joint Union High
- 209. Chino Valley Unified
- 210. Corona-Norco Unified
- 211. Hesperia Unified
- 212. Jurupa Unified
- 213. Lake Elsinore Unified
- 214. Menifee Union Elementary
- 215. Mountain View Elementary
- 216. Moreno Valley Unified
- 217. Murrieta Valley Unified
- 218. Ontario-Montclair
- 219. Palm Springs Unified
- 220. Perris Union High
- 221. Riverside Unified
- 222. San Bernardino City Unified
- 223. Val Verde Unified
- 224. Victor Elementary

REGION 11

- 225. ABC Unified
- 226. Alhambra Unified
- 227. Azusa Unified
- 228. Bonita Unified
- 229. Burbank Unified
- 230. Centinela Valley Union High
- 231. Compton Unified
- 232. Downey Unified
- 233. East Whittier City Elementary
- 234. El Monte City
- 235. Glendale Unified
- 236. Hacienda la Puente Unified
- 237. Hermosa Beach City Elementary

238. Lancaster Elementary
239. Lawndale Elementary
240. Long Beach Unified
241. Los Angeles Unified
242. Montebello Unified
243. Norwalk-La Mirada Unified

244. Palmdale Elementary
245. Pasadena Unified
246. Pomona Unified
247. South Whittier Elementary
248. Torrance Unified

APPENDIX C

RECOMMENDATIONS FOR SELF-REFLECTION TOOL FOR LCFF PRIORITY 3: PARENT ENGAGEMENT

1. **Narrative 1: Building Staff Capacity for Stronger Family Relationships and Two-Way Communication**

Describe one to three LEA professional development actions that (1) enable administrators, teachers, and staff to develop culturally responsive, trusting and welcoming relationships, (2) establish effective two-way communication with families, and (3) facilitate meaningful engagement of underrepresented families.

Focus area for improvement:

Current Rating questions: 1, 2, 3 4

2. **Narrative 2: Building Partnerships for Student Outcomes**

Describe one to three LEA actions that (1) facilitate teachers, families, and students to meet and discuss student's strengths and progress, and set student learning goals, and (2) explore instructional policies and research-based practices that lead to equitable outcomes for all students.

Focus area for improvement:

Current Rating Questions: 5, 7

Add New rating Question: Rate the LEA's progress in developing dual capacity for staff, families and students to explore policies and research-based practices that lead to more equitable outcomes for all students.

3. **Narrative 3: Developing Opportunities and Dual Capacity for Shared Decision-making**

Describe one to three LEA actions that have strengthened administrators, staff, families, students, and community members' (including underrepresented groups) leadership skills to be able to effectively participate in shared decision-making.

Focus area for improvement:

Current Rating Questions: 9, 10, 11, 12

4. Narrative 4: Parent Education, Support and Capacity Building

Describe one to three LEA actions that enable families to learn how to be partners at school and at home to help their children succeed in school, know their legal rights and how to be advocates for their children.

Focus area for improvement:

Current Rating Questions: 6, 8

Add one rating question: Rate the LEA's progress in developing partnership with community organizations and non-profits that support families and provide services specially to meet the needs of underrepresented and underserved families.

Feeling stuck, contact CDE at _____