

A large, light gray silhouette of a family of five people holding hands in a line, spanning the width of the slide. From left to right: a young boy, a man, a young girl, a woman, and another young girl.

Community Outreach Presentation

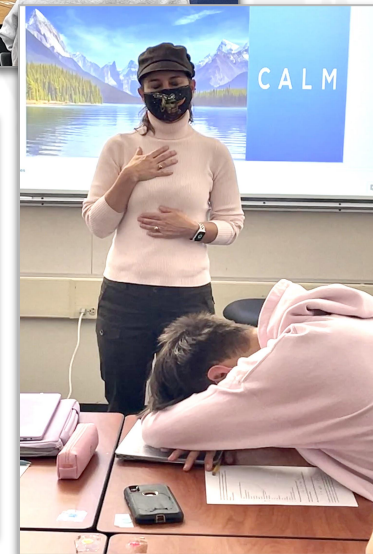
**MVLA Board of Trustees
January 24, 2022**



Student Focus Groups & Events

Trends in the Feedback - 😊

- Students love their teachers and MVLA staff
- They feel cared for and engaged by all the student events, support and social activities.
- Appreciate the focus on wellness; HW free weekends
- Love the late start, double blocks, Tutorial/ACT 2x
- Feel safe: COVID testing & protocols
- FREE LUNCHES
- Improved communications





Student Focus Groups & Events

Trends in the Feedback - 😬

- Overwhelm of return - pace, homework, “life as it always has been”
- “Mental health is a priority.” But is it really?
- Lunch options, access, waste
- Homework load; AP Courses
- Building/Communication Challenges
- Wanting more connection - to each other, to teachers
- More CTE, portability between sites and programs





ThoughtExchanges

Topics first semester:

- Homework
- Websites
- Bell Schedule & Calendar

Informs:

- Program and Policy (i.e., homework free weekends)
- and Validates Student Experiences (i.e., WASC Action Plan & Academic Collaboration Time/Tutorial)
- Website redesign (i.e., Calendars)
- Negotiations (i.e., bell schedule)

MVLA FAMILY /FAMILIA MVLA-
RESULTS ARE IN!

LOS RESULTADOS ESTÁN EN!

*the bell schedule!
horario semanal!*



Click.
Connect.
Engage.



The New Website

Trends in the Feedback

- Make it easier to find things.
- Make it easier to find things.
- Make it easier to find things.
- Keep the calendars more up to date.
- Make it easier to find things!



...and we have a new Web Manager!

Thank you to:

- ★ Catherine Vonnegut for her passionate commitment to keeping us on this!
- ★ Bob Fishstrom & Debbie Maher for their help and support through this process.
- ★ Nellie Meyer for prioritizing getting this done “no matter what”
- ★ And our new Web manager, Shona Davidson!



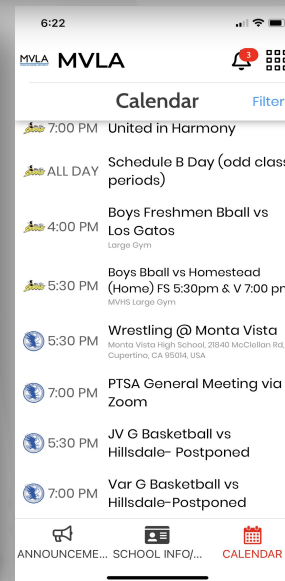
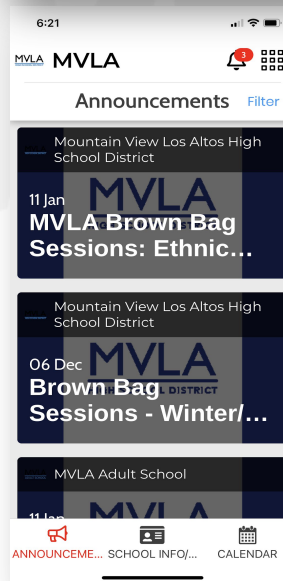
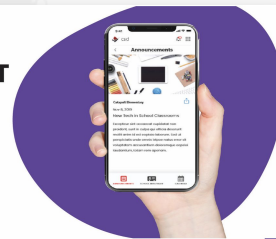
New & Improved!



New District Website - NOW
New MVHS/LAHS Website Spring 2022

DOWNLOAD OUR DISTRICT
APP TODAY!

All your school's information
delivered to you.





Family Partnership Council

- Rationale:
 - Respond to the need for a more integrated district-level approach to family engagement
 - Honor the demonstrated commitment to the MVLA schools by expanding opportunities for parent leaders to be involved in the MVLA improvement process.
 - Address the parent engagement goals stated throughout our action plans.

- First meeting: March 2, 2022
 - Materials and quick check in February!

- 40 members: MVLA staff and elected/appointed parent leaders





Family Partnership Council Composition

- 40 members: MVLA staff and elected/appointed parent leaders

Cairns	Valerie	Athletics Boosters	LAHS
Denebeim	Jennifer	President PTSA	LAHS
Farias	Rigo	D/ELAC	MVHS
Gubriel	Semi	Latino Parent Organization	MVHS
Hondl	Chris	Music Boosters	LAHS
Mosley	Kim	Parent Rep	AVHS
Oster	Jennifer	President PTSA	MVHS
Robledo	Adelina	D/ELAC	LAHS
Schiller	Brett	Athletic Boosters	MVHS
Sturiale	Michelle	SpEd Parent Advisory	District
Vastano	Lara	Music Boosters	MVHS
Castanon	Azucena	Latinos Unidos Caminando Hacia Adelante (LUCHA)	LAHS
Selden	Nikki	Member at Large	District
Panzer	John	Member at Large	District
Gwen	Byard	Alternate Member at Large	District





Family Engagement

- MVLA Context - We are not alone.
- Learning from others

- Dr. Karen Mapp, Harvard Graduate school of Education, Director of Panorama Education, and Education Policy and Management at HGSE, [Dual Capacity Building for Family-School Partnerships](#)
- Dr. Joyce Epstein, Johns Hopkins, Director of the Center on School, Family and Community Partnerships and the National Network of Partnership Schools, [Six Steps of Family-School-Community Involvement](#)
- Dr. Anthony Bryk, Stanford University School of Business, President, Carnegie Foundation for the Advancement of Teaching, [Relational Trust in Schools](#)





Family Partnership Council

- Early goals will include:
 - to build community and relational trust - learn each others stories
 - understand the work of experts in school-family partnerships Dr. Karen Mapp, Dr. Anthony Bryk, and Dr. Joyce Epstein
 - Co-create short term and longer term goals based on district and families' needs.
 - Review LCAP, WASC, District Goals for parent feedback, insight, recommendations and *participation*.





Second Semester Focus

- More student/class visits
- Thought Exchange continues
- Ongoing “support” for website upgrades
- Parent Engagement Resources
 - Guidebook
 - Webpage
 - IST- Teacher Support
 - FPC Initiatives
- Community Chats

A graphic with the text "COMING SOON" in white, bold, sans-serif font. The background is a light blue gradient with a large, abstract, darker blue brushstroke-like shape behind the text.

COMING
SOON

Thank You!

Reference Materials

The Dual Capacity-Building Framework for Family-School Partnerships (Version 2)



Four Versions of Partnership - Scoring Guide

Fortress Schools

Parents are welcome when we ask them, but there's only so much they can offer. The most important thing they can do is help their kids at home. We know where to get help in the community if we need it.

Come-if-We-Call Schools

Parents belong at home, not at school. If students don't do well, it's because their families don't give them enough support. We're already doing all we can. Our school is an oasis and we want to keep it that way.

Open-Door Schools

Parents can be involved at our school in many ways - we're working hard to get an even bigger turnout for our activities. When we ask the community to help, people often respond.

Partnership School

All families and communities have something great to offer-- we do whatever it takes to work closely together to make sure every single student succeeds.

Joyce Epstein's Framework of 6 Types of Involvement for School-Family-Community Partnerships

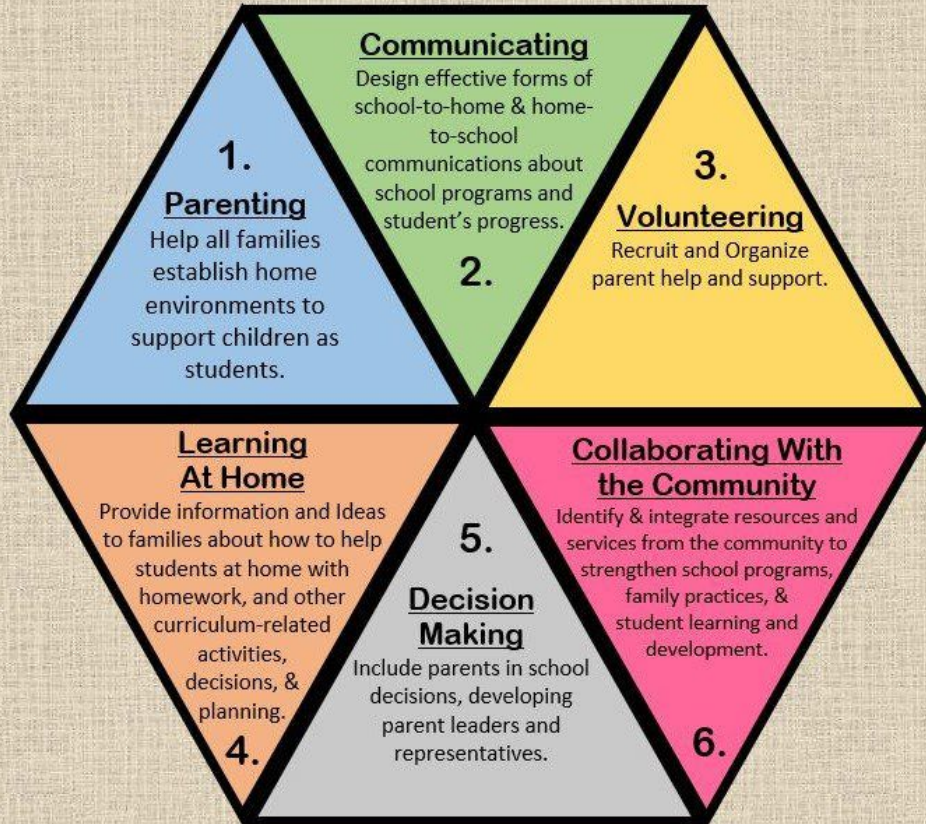


TABLE 1.1.2 Challenges and Redefinitions for the Successful Design and Implementation of the Six Types of Involvement

Challenges					
Type 1 Parenting	Type 2 Communicating	Type 3 Volunteering	Type 4 Learning at Home	Type 5 Decision Making	Type 6 Collaborating With the Community
Provide information to all families who want it or who need it, not just to the few who can attend workshops or meetings at the school building	Review the readability, clarity, form, and frequency of all memos, notices, and other print and nonprint communications	Recruit volunteers widely so that all families know that their time and talents are welcome	Design and organize a regular schedule of interactive homework (e.g., weekly or bimonthly) that gives students responsibility for discussing important things they are learning and helps families stay aware of the content of their children's classwork to participate	Include parent leaders from all racial, ethnic, socioeconomic, and other groups in the school	Solve turf problems of responsibilities, funds, staff, and locations for collaborative activities
Enable families to share information about culture, background, and children's talents and needs	Consider parents who do not speak English well, do not read well, or need large type	Make flexible schedules for volunteers, assemblies, and events to enable employed parents to participate	Coordinate family-linked homework activities, if students have several teachers	Offer training to enable leaders to serve as representatives of other families, with input from and return of information to all parents	Inform families of community programs for students, such as mentoring, tutoring, and business partnerships
Make sure that all information for families is clear, usable, and linked to children's success in school	Review the quality of major communications (e.g., the schedule, content, and structure of conferences; newsletters; report cards, and others)	Organize volunteer work; provide training; match time and talent with school teacher, and student needs; and recognize efforts so that participants are productive	Involve families with their children in all important curriculum-related decisions	Include students (along with parents) in decision-making groups	Ensure equity of opportunities for students and families to participate in community programs or to obtain services
Redefinitions					
"Workshop" to mean more than a meeting about a topic held at the school building at a particular time; "workshop" also may mean making information about a topic available in a variety of forms that can be viewed, heard, or read anywhere, anytime	"Communications about school programs and student progress" to mean two-way, three-way, and many-way channels of communication that connect schools, families, students, and the community	"Volunteer" to mean anyone who supports school goals and children's learning or development in any way, at any time, and at any place—not just during the school day and at the school building	"Homework" to mean not only work done alone, but also interactive activities shared with others at home or in the community, linking schoolwork to real life	"Decision making" to mean a process of partnership, of shared views and actions toward shared goals, not a power struggle between conflicting ideas	"Community" to mean not only the neighborhoods where students' homes and schools are located but also the neighborhoods that influence student learning and development
			"Help" at home to mean encouraging, listening, reacting, praising, guiding, monitoring, and discussing—not "teaching" school subjects	"Parent leader" to mean a real representative, with support to hear from and communicate with other families	"Community" rated not only by low or high social or economic qualities, but also by strengths and talents to support students, families, and schools
					"Community" means all who are interested in and affected by the quality of education, not just families with children in the schools