A TALE OF TWO DISTRICTS
LESSONS FROM CREATING NEW FAMILY & COMMUNITY ENGAGEMENT OFFICES

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Today’s Agenda

● Two distinct experiences

● Early planning
  ○ Cajon Valley - Kellogg Foundation grant
  ○ Elk Grove - The new office of family & community engagement

● Securing buy-in from district stakeholders

● Q/A on early hurdles
Cajon Valley Union School District
Cajon Valley - basic numbers

- 16,645 students
- 28 schools (elementary and middle)
- 42 languages
- 70% “socioeconomically disadvantaged”
- 34% English Learners
Cajon Valley - Percentage Low SES

Cajon Valley - Percentage EL + RFEP

The graph shows the percentage of students in the Cajon Valley district who are English Language Learners (EL) and Receiving English as a Second Language Program (RFEP) over the years. The percentage has been increasing consistently from 2006-2007 to 2015-2016.

- **Spanish**: The percentage has increased from 24.91% in 2006-2007 to 22.9% in 2015-2016.
- **Arabic, Chaldean, Assyrian, Kurdish, Farsi, Pashto**: The percentage has increased from 7.65% in 2006-2007 to 23.1% in 2015-2016.
- **TOTAL ENROLLMENT OF EL + RFEP**: The percentage has increased from 34.82% in 2006-2007 to 48.3% in 2015-2016.
El Cajon, California
Cajon Valley - Additional Context

● Academic focus on personalized learning and access to technology

● California’s Local Control Funding Formula (LCFF)
  ○ Supplemental funds
  ○ Concentration funds

● Local Control Accountability Plan (LCAP)
  ○ Cajon Valley’s Goal 4: “Schools foster a sense of shared community and decision making for parents and other stakeholders.”
Building the Family & Community Engagement (FACE) Office

Newcomer Outreach Project

- Welcome Meetings
- Welcome Videos
- Workshops
Newcomer Welcome Video
Building the Family & Community Engagement (FACE) Office

W.K. Kellogg Foundation Grant

- Pilot a new Parent University and Family Engagement University
- Develop a formative evaluation plan
- Plan for sustainability
- Develop a Mission/Values for FACE Office
Building the Family & Community Engagement (FACE) Office

Parent University Pilot

- **Content**
  - Literacy, trust with teachers
  - “Funds of knowledge”
  - Reinforcement through videos

- **Delivery**
  - Small cohorts by language
  - Co-facilitated with teacher and Liaison
  - Self-efficacy, role construction, social capital
  - Includes preschool
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Family Engagement University Pilot

- **Content**
  - Poverty simulation
  - Home visits
  - Design thinking process

- **Delivery**
  - Three 3-hour blocks - paid and voluntary
  - Team-building
  - Eyal’s No PowerPoint Guarantee
  - Includes preschool
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Formative Evaluation Plan

● Our primary questions
  ○ Does this project improve:
    ■ trust between parents and teachers?
    ■ parents’ self-efficacy?
    ■ parents’ engagement in learning activities?
  ○ Does this project improve students’:
    ■ literacy fluency?
    ■ attendance?
  ○ What are the mediating and moderating factors?

● New evaluation tools

● Focus groups
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Sustainability Plan

- Capacity built at sites
  - Partnership Teams
  - Leadership training for parents
  - Word will spread...

- Teachers opted-in

- Fundraising built into FACE Officer position
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Developing a Mission/Values

- **FACE Office Mission**
  Our mission is to provide opportunities for Cajon Valley schools and families to build meaningful and productive partnerships committed to student learning.

- **Values**
  1. Every child has great potential.
  2. Every family wants the best for their children.
  3. Society is enriched by cultural diversity.
  4. Participation in our activities is always voluntary.
  5. Parents should be co-designers of our work because the problems in our community can and should be addressed using answers that come from within.
Building the Family & Community Engagement (FACE) Office

Generating Buy-in

Mike Serban
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Building a Framework for Family & Community Engagement in Elk Grove Unified School District
Elk Grove Unified—basic numbers

- 62,888 students
- 66 schools (elementary, middle and high school)
- 320 square miles
- 88 languages
- 59% “socioeconomically disadvantaged”
- 18% English Learners
Starting with Why
EGUSD FACE Timeline

January-February:
- Reviewed national research, studied board policies & admin regulations, began drafting framework & began to collect data
Leveraging Time: Connecting Home and School

- 33% Asleep
- 12% at school
- 55% away from school

180 days of school - 6 hours of instruction – Ages 5-18

WestEd
Relational

Classroom
- Welcoming environment
- Positive calls home
- Positive home visits

School
- Honoring participation
- Respecting all cultures
- Family tours of the school

District
- Two-way communication
- Providing professional development for staff

Classroom
- Invite community partners to events
- Participate in community events

School
- Community meetings
- Thank community partners

District
- Participate in civic engagements
- Dialogue with the business community
Collaborative

Classroom
- Open door and welcoming environment
- Partnerships with academies and pathways

School
- Events should be focused on learning from each other and translation provided
- Meetings should be held at different locations and times and partners recognized

District
- Provide opportunities for various types and locations for engagement with translation provided
- Committees should include a diverse representation of community partners
Developmental

Classroom
- Programs that provide growth opportunities for teachers and families
- Partner with businesses to help provide engagement incentives

School
- School wide events that help families build their social capital, knowledge and skills
- Create a community resource directory

District
- Provide staff professional development on how to engage families
- Communicate and share the EGUSD graduate profile
Interactive

**Classroom**
- Events where families are provided opportunities to practice and are given feedback

**School**
- School Site Councils, PTOs/PTAs

**District**
- Parent advisory meetings that take place at different times and locations

**Classroom**
- Sponsored Family Teacher Academic Nights or Show Case Nights

**School**
- Provide opportunities for the community to participate on advisory boards

**District**
- Provide opportunities for two-way dialogue
Linked to Learning

Classroom
- Academic Parent Teacher Teams

School
- Lending libraries that offer games and learning materials for students to practice at home

District
- Provide professional development opportunities

Classroom
- Opportunities for internships for students and externships for teachers

School
- Community and business partners supporting the academies and pathways

District
- Connecting schools with grant opportunities to support pilot programs
March-April:

- Presented framework draft, created engagement surveys, began meeting with school sites and community partners and formed FACE Steering Committee
FACE Steering Committee

- 42 various stakeholders
- Parents, business partners, educators, different district departments
- Goal is to create a 3-year strategic plan for the new FACE office
  - A finalized framework
  - A theory of action
  - New programs & services
  - An evaluation plan w/ short and long term outcomes
What does the data say?

- CHCKS survey
- Title I parent survey
- General family climate survey
- FACE surveys to Student Advisory, Certificated Advisory, Parent Advisory, Principals, and DELAC
- Met with all district departments
- Meetings with school site leaders
- Collected all family engagement school site plans
- Meetings with community partners
May-June:

- Steering committee met twice, presented to superintendent cabinet, presented to the school board and continued visiting schools and community partners
What’s Next?
Steering Committee Process

June

• Meeting 2: Diving In!

August

• Meeting 3: What does the data say?
  • Discuss the Decision Making Model and begin analyzing the data.

September

• Meetings 4 & 5: Where is the gap and how can we fill it?
  • Continue discussion on data, identify what is working & examine exemplary FACE offices.

October

• Meetings 6, 7 & 8: What do the expert(s) say? The three P’s: Programs, Planning and Proposals.
  • Begin to identify possible programs & services, Prof. Development w/ Dr. Mapp & finish program planning.

November

• Meeting 9: Logic Model & Summaries…The Final Countdown.
  • Finish the logic model for future programs & services.

December

• Meeting 10: A Final Draft…the Light at the End of the Tunnel.
  • A final draft of programs & services including resources, budget & timeline.
Questions!

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