

MUSD Family and Community Engagement Overview Theory of Action

Why are we focusing on engaging family and community?

- The demographics of our schools continues to change, creating a gap in understanding of different cultural expectations.
- Those who have opportunity and those who do not need to benefit from the efforts of one another.
- The traditional model of parent engagement only meets the needs of some, there must be a paradigm shift to meet the needs of all. Although participation in PTA, school volunteer activities, and fundraisers is valuable, it isn't engagement, it is involvement. Engagement is a deeper level of connection that comes through our efforts to build relationships between staff, family and community.
- Building vibrant ties depends on appreciation for the perspectives of each that are shaped by our different experiences and cultures.

If we neglect to have parent perspective involved in the conversation, we lose out on the empathy insight they can offer about our students. We may be expert in the technical piece of education, but parents are expert in the impact of our efforts on the lives of their children. We need to engage them, not so much for what they can do in the classroom, but because they are the other half of our work in meeting the needs of our children and youth.

What family engagement feels and looks like:

- Families feel they are a part of the school community
- Parents feel they are welcomed partners in their children's education
- School staff takes time to talk with parents about their needs
- Parents feel staff appreciates and values their cultures
- Parents and staff work together to provide opportunities for the school community to come together in learning about one another
- Parents are empowered to help their children with schoolwork
- Parents know how to navigate the school system
- Parents know how to support their older children in advocating for themselves to ensure they are taking the classes they need for college and career
- Parents are leaders not only in traditional parent and school committees, but in authentic ways that enable them to assist other parents in building community with staff and families
- School communication with parents is a conversation, not just an announcement

- Staff and parents are accountable to one another through a shared sense of ownership in building a strong school community

What community engagement looks like:

- Community based organizations are active in the school system to support parents and students
- Businesses and city government support school community and students through initiatives such as Project Cornerstone
- Service groups provide parent and student support through school and district partnerships such as mentoring and service projects
- Milpitas citizens participate in school community events such as cultural celebrations

Theory of Action (TOA):

CURRENT REALITY <i>What is the central issue or challenge facing your school community?</i>	...HOWEVER, IF WE DO THIS... <i>What KEY actions/strategies address the high leverage issue/challenge identified?</i>	...THEN WE EXPECT THAT THIS WILL CHANGE... <i>What will be true if you commit to effectively implement and really follow through on the key actions and strategies identified?</i>	...WHICH WILL YIELD THESE RESULTS THAT ALIGN WITH THE VISION WE HAVE FOR OUR STUDENTS & SCHOOL... <i>What is the vision of the successful child or youth who will graduate from our school? What is the vision of the school that will enable us to achieve the vision of this graduate?</i>
Parents want equitable academic and socio-emotional outcomes for their children. ^{1*}	• Ensure personalized learning meets learning needs of every student. • Identify and plan for one or two school sites to become hub for family learning resource center. • Develop partnerships with CBOs to provide wraparound services for families as part of resource center.	Parents will feel their children's needs are met and that we are taking action based on their input in surveys and stakeholders meetings, builds trust in our commitment to engage families and students.	Then we will see schools driving toward equitable outcomes for all students. (MUSD TOA & MUSD LCAP priorities)

^{1*} Two groups of parents have similar, but different needs, both want their children to be successful. For example, one group wants neighborhood student support centers, and the other wants targeted student enrichment and advancement.

Textbooks and school cultural celebrations don't represent our East Indian and Asian cultures in proportion to our student population.	● Purposefully seek out ancillaries, primary sources, and other resources to enrich curriculum areas focused on world cultures. ● Purposefully plan parent meetings, events, and school activities using cultural calendar. ● Thoughtfully provide opportunities for families and staff to share experiences and backgrounds in an effort to build cultural proficiency and understanding.	Parents and students will feel they are valued members of the school community.	Then we will see schools building community among diverse family populations and actively engaging parents as partners in designing learning opportunities and programs. (MUSD LCAP priorities, MUSD Family Engagement Task Force Plan, & PTA National Standards for Family School Partnerships)
Parents want to be involved and empowered in the school community through non-traditional pathways.	● Provide leadership opportunities for families and staff working together; Project Cornerstone initiative. ● Connect with CBOs and family outreach that teaches parents about leadership in the community such as Parent Services Project and Cara y Corazon. ● Provide opportunities for staff and parents to identify their own goals and plans for engagement thru facilitated community conversations.	Families will feel deeper connections with one another and with school staff in support of their children.	Then schools will engage parents in shared leadership of school efforts in building community and developing outcomes for student engagement. (MUSD LCAP priorities)
Parents want to feel welcome at school, more opportunities to talk with teachers, and more frequent feedback on student progress	● Develop parent liaison network at each school. ● Facilitate parent –principal/teacher chats in homes or other places where	Parents will feel an authentic partnership with school staff and leaders in supporting their children's achievement efforts.	Then we will see our school staff keenly aware of the unique needs of each student. (MUSD LCAP priorities & MUSD TOA)

from secondary teachers.	parents congregate outside of school. • Facilitate parent chats with deputy superintendent/FCE coordinator in homes and community meeting places. • Encourage teachers to provide informal parent drop-in times before or after school. • Actively solicit teacher use of digital classroom communication tools with parents.		
Parents appreciate electronic communication and focused discussions in their own languages, as well as opportunities to access ESL classes in local areas such as Randall and Rose.	• Provide communication through multiple outlets including text messages in Spanish, Vietnamese, Chinese, and Tagalog. • Expand ESL class offerings for parents at additional school sites. Promote ESL classes and encourage bilingualism for parents. • Provide opportunities for parent discussions in home languages such as Spanish and Vietnamese. • Provide parent leadership opportunities in home languages with CBOs and bilingual programs such as Los Dichos through Project Cornerstone.	Parents will know school staff values their input for improved engagement strategies.	Then we will see parents and staff regularly communicating about student learning and parent empowerment. (MUSD LCAP priorities, MUSD Family Engagement Task Force Plan, & PTA National Standards for Family School Partnerships)

Parents need to feel confident in their own academic skills in order to support their children and school.	• Provide parent workshops^{2*} in understanding Common Core Standards/DOK, teaching strategies that lead to personalized learning, and assessment programs. • Provide parent workshops in cyber-safety/social media awareness, and understanding children's socio-emotional development needs PreK-14. • Empower parents to initiate support networks for meeting unique needs of their children. • Provide educational opportunities for parents such as digital literacy or high school completion. Promote and encourage their life-long learning.	Parents will understand how teaching and learning is different in the CCSS and the direction of personalized learning. Parents will feel competent in guiding their children through transitional stages of school and emotional development. Parents and staff will feel a sense of social support and shared ownership in educational outcomes for students.	Then we will see our parents, teachers, and administrators unified around a clear and concise number of targeted strategies. (MUSD TOA)
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^{2*} Workshops and parent gatherings to be presented in home languages as much as possible.