

8. Family and Community Engagement Strategy

According to (Hill, Tyson, and Bromell, 2009 ch 3):

Parent Involvement

Our school is committed to engaging parents as full learning partners in support of improved student achievement. Attitudinal surveys will be administered in June 2010 and will be utilized to find out parents' opinion, issues, and vision for learning. Affinity Protocol will be a cornerstone process for developing criteria for decision making, grouping/prioritizing of ideas and issues about community work. Additionally, we will use technology as an enhancement to our tuning protocol to chronological and expand our outreach forums. Southeast Area Developmental Mobile classroom will be invited monthly to the SRMS #2A & #2C to provide expanded parent access beyond Parent Center resources. Parents representation will include:

At home involvement

Cognitive stimulation – books, stimulating games – scrabble, chess, dominoes

Tv, video games, internet, cell phone (limited)

Field trips to local museums, libraries

Home organization

Working area - noise level, lighting,
sleep patterns, nutrition / eating habits

Monitoring schoolwork / Homework will be assigned to maximize learning and may be assigned every day, therefore, parents and students are advised to check the planner daily.

Communication:

Parent-School Communication

- Volunteer - Visit
- Conferences
- Back to school night
- Open house Tuesday
- Welcoming environment (orientation packet, on-going communication forms)
- Phone system
- Family dinners / social events
- Surveys
- Community events

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- Internet – school communication
- School newsletter / daily news

Parent-Student Communication

- Goal Setting
- High School orientation opportunities, How to get into the best college

Teacher - Parent Interaction and Exchange On Student Progress

Parent conferences - at least twice a semester, on going as needed

Phone Calls

On demand progress reports Blackboard Connects

Site based SIS training for monitoring student work and outcomes

Teacher-Parent communication X-change report

The parents will be offered computer and technology training through the LAUSD CBET Adult Education program.

CBET - Learn how to help your child with reading, study skills, and homework.

Sign a pledge card promising to:

- Help student w/ homework
- Read with/to child
- Talk about school / goals/ college

Adult Basic Education / GED

ESL / Citizenship

Parent Education/ Home Economics

Parent Workshops

Study Habits – time management / doing homework, using cognitive tools

Parenting Factors - parental involvement, academic socialization, parent/adolescent relationships

Academic achievement – grades, test scores

Adolescent/ Development (cognitive, physical, emotional)

A. Identify the school community

South MS #2c will serve the community of Bell. The student population of the relieved schools comprises the following: 93% are English Learners and 98% qualify for free/reduced lunch programs. All the students at the local middle school, Nimitz MS, receive free lunch. The area qualifies as a Title I school, just as all of the schools in the area are Title I. The needs of the

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community include a strong English Language Learner population, Title I program, and Special Needs - AUT & DHH / RSP / SDC program.

The community is located near Vernon, a center of a huge industrial complex. In addition, Bell is located near the freeway, commuter train, and ocean transportation lines that reach across the globe. Students can visit the living economic heart of our huge metropolis, which is located 10 miles away from the center of downtown Los Angeles.

Community recognition is important to elevating students' civic and community responsibilities. South MS #2c will develop some of the following relationships with neighborhood agencies:

- Parks for sports and other recreational activities
- Develop vocational partnerships with businesses adjacent to SRMS #2c (Vernon Companies to train students for technical jobs in the city. Aggressively seek out corporate sponsors from Vernon.)
- Involve city councils, school boards, federal, state, and local representatives
- The city councils of Bell and Board Member (Yolie Flores)
- Huntington Park Library, City of Bell Public Library, and Los Angeles Central Library are viable additional resources.
- Los Angeles County boasts a strong Native American community and very diverse local/global community. We will discover and access up to date multi-cultural resources and activities. Curriculum will address our unique environment.

The South Area Teacher Collaborative is a group of highly qualified LAUSD teachers that have been teaching in the targeted inner city communities. These teachers are vested in the academic growth of the school community.

B. Family and Community Engagement

Research shows (Gordon & Louis, 2009) that parental involvement and high expectations (Jeynes, 2003; Fan, 2001; Feuerstein, 2000) in the students educational experience benefit in the following ways:

- Higher grades and test scores
- Better attitudes and behavior
- Better school attendance
- More homework completed
- Less chance of placement in special education
- Greater likelihood of graduating from high school, and
- Better chance of enrolling in postsecondary education.

Ongoing, frequent, and sustainable communication with parents and community stakeholders is critical to create a “family neighborhood school” within the LAUSD family of schools and the City of Bell. The first step to creating a culture where parents feel invited into the school

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community and feel part of their child's educational journey from middle school to college and beyond.

Students' Academic Progress: Parents of students performing below basic levels (below the grade of C), will be informed of the need for them to attend specialized family intervention classes. Student classes will address academic deficits and work habits. Parent classes will address support strategies in the home and recommendations for looking for additional resources for social-emotional needs. Teachers, parents, and students will partner in constructing effective contracts for correcting and sustaining correction of below basic performance deficits.

Students' Character Progress: All parents will be included in celebrating their child's academic and character progress.

Each parent will receive family welcome packets with information about the school, its policies, contact information, and ways to be more involved with the student and their campus life. Opportunities for adult education will be provided through CBET. Additionally, parents will be encouraged to volunteer at the school. Different volunteer opportunities are available at the school site, such as supervision duties, parent center assistance, Academy office filing, and library book re-shelving.

School staff will be available daily. Parents will be encouraged to commit at least three (3) hours per school year, per family, to volunteer in the school. At the beginning of each academic year, a parent orientation meeting will inform parents of the high expectations for the students, parents, and school. By creating a "family neighborhood school," school staff will initiate community activities. The following is a list of specific ways for parents to be involved and include school outreach strategies:

There will be 3 Community Nights per year to bring everyone together, which will include fundraiser events such as Arts Night, Pizza Night and Bowling Night

The school will host a "Back to School" BBQ at the beginning of the year to meet and greet parents

Family Dinners/potlucks "get to know the parents" through Professional Learning Communities

Parents will receive a survey at the beginning and end of the year focused on school experiences and satisfaction

Workshops will be offered for parents and an effort will be made to provide childcare (by other parent volunteers). Parents will also be invited for an early morning tea/coffee with the principal and staff at least once a month.

A school community's culture, morals, and norms are representative of the surrounding community (Gordon & Louis, 2009). South MS #2c will create a family development center (modeled after the Harlem Children's Zone) that will train the parents to be effective leaders within the community. The program that empowers students and teachers to be their best,

also seeks to empower parents to do the jobs as best as they can. Training by the school staff and teachers, will teach parents how to have effective communication with teachers via parent-teacher conferences, e-mails, letters home, report cards, etc. Parents will also be able to reach out to friends and neighbors to help explain the goals and objectives of the school. Parents should also have access to the California State Education's standards to help them assist or teach their children in reaching those goals. In order to help establish school and home connections, teachers should assist parents with finding standards. This will allow parents to be full partners in the education of their children.

C. Key Community Partnerships

Appropriate community partnerships will be sought out and developed as a bridge program in conjunction with the South MS #2c. This consortium will focus on establishing mentorships and resources from community partnerships while developing community relationships. To support these critical aspects the following events are offered as an initial framework of activities or programs developed in conjunction with community agencies:

- Community Resource Fair (Community services, mental health, health partners, Adult Education division, tutoring/ intervention services)
- Project Fair
- Job Fair

Bring the Southeast Area Developmental Mobile classroom to the SRMS #2 bi-monthly. The Southeast Area Developmental Mobile Classroom offers technology access via on-board computer stations.

- LACMA Art for Teachers
- House of Blues Schoolhouse teacher workshops and curriculum training for teachers and students
- Natural History Museum and the Los Angeles County Museum of Art offer educational outreach programs that encompass curricular opportunities for on-site school visitation by the museums mobile classrooms.
- Affiliation with prominent artists from the local community by creating Artist-in-Residence programs. Artist/Designer-in Residence programs will bring highly creative and artistic individuals from the community to share their expertise with classes at the SRMS#2.
- Professional job shadowing. Groups of students will explore professional careers pre-Parent Job Fair and will shadow professional by visiting the job site and experiencing and previewing a day of situated learning through the 'day in the work-life' instructional activity.
- Arts Bridge programs through East LA Community College, Cal State University, Los Angeles, and the University of Southern California.
- Local-Arts affiliation
- Art Institute of Santa Monica- Recording technology
- Bell High School Film

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- House of Blues
- LACMA
- USC Annenberg School for Communication
- Music Center of LA
- UCLA Fowler Museum
- Natural History Museum
- Museum of Latin American Art
- Center Theatre Group
- CSULA
- Pepperdine University- OMET; MA
- LAUSD ABE Division (Parents)
- Zero Divide Organization
- LAUSD AEB (Arts Ed Branch)