# California Center for School Climate: Goals

<table>
<thead>
<tr>
<th>Relevance</th>
<th>Data</th>
<th>Connection</th>
<th>Partnership</th>
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<tbody>
<tr>
<td>Deliver relevant, responsive, and engaging technical assistance, on a variety of school climate topics, that meets districts and schools where they are</td>
<td>Support districts and schools with best practices for collecting, using, and measuring data to support equitable school climate systems change and positive school climates</td>
<td>Serve as a connector across the state to promote and disseminate best practices</td>
<td>Support districts and schools in building partnerships with education partners in creating a supportive school climate for all</td>
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CCSC Website QR Code
Welcome

Tom Herman
Education Administrator
California Department of Education
Agenda

1. Why Family Engagement Matters
2. Case Study: Robla Preschool
   • Goals
   • Academic Parent-Teacher Teams
   • Impact Data
3. Applying Family Engagement Principles in K–12
4. Q&A
5. Closing
Presenters

Maria Paredes, Senior Engagement Coordinator, WestEd

Annabel Lee, Family Engagement Facilitator, WestEd
Why Family Engagement Matters
Chat Waterfall

• Type one word that comes to mind when you think of *family engagement* into the chat.

• On the count of 3, we will all share our words at the same time.
What do we mean by family engagement?
Intentional and systematic partnership of educators, families, and community members who share the responsibility for a student’s preparation for school, work, and life.
Genuine Family Engagement

Two key dimensions:

• Continuous strengthening of trusting relationships between educators and families
• Connection of family engagement activities and efforts to student learning
“When parents and teachers know each other better, they have more trust, and parents can feel more confident letting the teacher know if there is a problem with the child.”

—Teacher
“We have to be a team. It’s not just the teachers that have to educate the children. We have to be involved.”
—Parent
Developing genuine family-school partnerships stimulates **equity** and supports **student and school success**.

When families know how to engage in their children’s learning, the children are more likely to:

<table>
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<tr>
<th>Increase their grades</th>
<th>Attend school more regularly</th>
<th>Enroll in higher-level programs</th>
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<td>Graduate and go on to college</td>
<td>Be more positive about school and learning</td>
<td>Have fewer discipline issues inside and outside of class</td>
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Why Family Engagement Matters for School Communities

When schools are successful in developing effective partnerships with families, those schools are more likely to:

- Sustain improvement efforts
- Improve student attendance
- Decrease disciplinary issues
- Develop a positive school climate and culture
- Reduce teacher turnover and improve teacher job satisfaction

Bryk et al., 2009; Academic Parent-Teacher Teams Readiness and Implementation ROADMAP
Why Family Engagement Matters

- Human connections
- Mutual goals and aspirations
- Whole-person support
Case Study: Robla Preschool
About Robla Preschool

Provides part- and full-day preschool programs to children 3 to 5 years old.

Provides a special program, Play Pals, which is designed for parent and child learning for children 0 to 3 years old.

Funded through the California Department of Education and First 5 Sacramento.

Located north of downtown Sacramento.
About Robla Preschool

The preschool serves approximately 233 preschool children, including approximately 93 English-learning students.

13 different languages are spoken by its children and families.

Most staff are multilingual, with proficiency in two or more languages.
Hearing from the Field: Interview with Robla Preschool Director

Christie Erhart
Director of Early Learning
Robla School District
Beginning the journey to enhance the family-school relationship
Robla Family Engagement Goals

1. Focus family engagement efforts and activities on kindergarten readiness
2. Improve relationships and trust between teachers and families
3. Strengthen teacher capacity to engage families as equal partners
4. Equip families to monitor and support student learning
Academic Parent-Teacher Teams Model

• APTT is a model of family engagement that is grounded in research and evidence and that aligns grade-level learning concepts, student performance data, and family-teacher communication and collaboration.

• APTT enables education leaders and teachers to focus family engagement efforts on building trusting relationships with families to advance student growth and achievement.
Academic Parent-Teacher Teams (APTT) Model

Team Meeting 1: Early Fall (75 min.)
Individual Session: Once per year (30 min.)
Team Meeting 2: Winter (75 min.)
Team Meeting 3: Spring (75 min.)
What is involved in APTT implementation?

APTT Implementation Support

- **Initial Professional Development**
- **Teacher Planning**
- **Leadership Planning**
- **APTT Meetings**
- **Debrief Sessions**
Family + School Partnerships

WHY
Learning should happen anywhere anytime with everyone.

HOW
- Academic Parent Teacher Team Meeting #1
  Dec. 9, 2020
- Academic Parent Teacher Team Meeting #2
  Feb. 24, 2021
- Academic Parent Teacher Team Meeting #3
  Apr. 28, 2021

WHAT
Positive Outcomes
- children are socially, emotionally, and academically successful
- teachers, children and families form collaborative relationships
Families Are Clear on Student Academic Progress

Foundational Grade Level Skill: Using Objects to Add Within 5

Using objects to add any two numbers that equals 5 or less.

- 3 + 2 = 5
- ? + ? = 5

Addition Within 5 Using Objects

Students
Teachers Build Family Capacity to Support Learning at Home
Families Set Goals to Support and Monitor Student Learning

[Image of a worksheet with the title "Academic Parent-Teacher Teams® (APTT)
Family S.M.A.R.T. Goal Sheet
(Teacher Copy)

Child’s Name: ___________________________ Date: ________________

Skill: Using objects to add within 5

Today my child adds up to ______ using objects.

To help my child reach the goal, ____________________________ will practice with my child.

(Who?)

Number of days per week: ______________ How long each day: ______________

By the next APTT meeting, I want my child to add up to ______ using objects.

Specific • Measurable • Actionable • Realistic • Time-Bound]
Roadmap: From Year 1 to Year 3
APTT Year 1 at Robla
APTT Year 2 at Robla
APTT Year 3 at Robla
Let’s Hear from Everyone!

What do you do to support families with learning *at home*?

Click this link in the chat and enter your answer(s):

https://www.menti.com/1uipge8tkq

OR

Go to www.menti.com and use the code 9981 9305
Hearing from Robla Preschool Teachers

Lorena Poon  
Teacher  
Robla School District

Vang Thao  
Teacher  
Robla School District
A Robla Teacher’s Reflection

“What I have learned is the importance of having parent involvement. Parents who are involved in their children’s education throughout the year find it rewarding because they become invested in their children’s learning and well-being. When teachers work with the parents, the teachers are able to learn more about the individual student and the family dynamics, and, working together, we’re able to find different strategies to best help the student, not only in the classroom but at home.”
"Before the training, we were committed to include parents in multiple activities and events. Now I have learned that family engagement is vital to the children’s learning. FE should not just be about attending assemblies and holiday functions, but also learning about what is happening in the classroom. Our families are given knowledge about student academic skills and tools that they can use to help their children at home. I'm more confident when I talk with families about how their children are performing in class. I [learned] how to communicate, equip, and connect with families."
Impact Data
Parent Feedback
Impact: Parent Feedback

“APTT helped me support my child’s learning at home.”

• 98% of families strongly agree/agree

Frequency of practicing skills at home — listening comprehension and parts of a book

• 34% of families practiced 1–2 times a week
• 52% of families practiced 3–4 times a week
Impact: Parent Feedback

“The APTT meetings helped me feel more connected to my child’s teacher.”

Year 1 (n = 113)
• 97% strongly agree/agree

Year 3 (n = 63)
• 98% strongly agree/agree

“The APTT meetings helped me prepare my child for kindergarten.”

Year 1
• 95% strongly agree/agree

Year 3
• 97% strongly agree/agree
Preparing for Kindergarten

“The reading that the teacher did really helped me set a better expectation on how to read to my child.”

—Parent

Photo by Natasha Hall
“Teacher and parent buy-in has made the difference. It is a lot of work, but when children are making gains in skills, as seen by data, and parents are partnering with teachers in this endeavor, it is well worth the work.”—Christie Erhart

“One challenging area that we teachers have to be conscious of is when parent-teacher meetings are held—as teachers, we must be flexible with the times. Parents have busy schedules, and we may need to hold meetings outside of our work hours in order to have more parent attendance.”—Robla Teacher
Recommendations for Family Engagement in All Grades
School staff and families develop skills, confidence, and the disposition for authentic home and school partnerships.

Examples:

• Educators know how to create strong connections with all families.
• Educators facilitate engaging meetings with families, using adult learning strategies.
• Families know how to reach and engage with school staff.
Building Capacity: Questions to Consider

1. What are key family engagement needs and opportunities?
2. What behaviors and systems need to improve or be transformed?
3. What skills and behaviors should educators learn?
4. How should capacity development opportunities be organized over time for continuous growth and sustainability?
5. What kind of support will educators need to be successful?
Districts and schools adopt and implement practices that engage families at all levels of the system.

Examples:

• Educators have dedicated time weekly to communicate and collaborate with families.

• Families know helpful questions to ask teachers about learning priorities or how to help their child at home.
Thank you for joining us.