Core Root Causes of Ineffective Community Engagement

Cohort II Peer Leading and Learning Network
Core Root Cause:
Systems and tools are not made to be community-friendly

1. Language
   - Jargon and “education speak”
   - Lack of quality translation

2. Audience
   - Complex documents are created for audiences other than families

3. Defining Community-Friendly
   - Lack of understanding of what the community wants and needs

4. Communication and Outreach
   - Information is not sent via methods preferred by families/community

5. Delivery
   - Support is not specific to the needs or requests of families
Common Threads

- Demographics
- Dedicated and pro-active family engagement
- Clear “why”
A SHARED BELIEFS

WE BELIEVE THAT...

- Students are unique learners.
- Positive relationships foster success.
- Individual differences make us stronger.
- There are many paths to student success.
- Everyone achieves more when they are valued.
- Everyone's commitment is fundamental to student achievement.
- A safe and clean environment is essential to teaching and learning.

B OUR MISSION

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity and collaboration, inspiring them to reach their full potential and become productive global citizens.

C OBJECTIVES

- All students will graduate prepared for the demands of college or career.
- All students will be educated in a safe, clean, highly engaging environment.
# STUDENT POPULATION

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Socioeconomically Disadvantaged</th>
<th>English Learners</th>
<th>Foster Youth</th>
</tr>
</thead>
<tbody>
<tr>
<td>10,471</td>
<td>86.4%</td>
<td>11.3%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hispanic</td>
<td>6,901</td>
<td>65.9%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>66</td>
<td>0.6%</td>
</tr>
<tr>
<td>American Indian</td>
<td>42</td>
<td>0.4%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>325</td>
<td>3.1%</td>
</tr>
<tr>
<td>White</td>
<td>816</td>
<td>7.8%</td>
</tr>
<tr>
<td>Filipino</td>
<td>107</td>
<td>1%</td>
</tr>
<tr>
<td>African American</td>
<td>1,946</td>
<td>18.6%</td>
</tr>
<tr>
<td>Asian</td>
<td>201</td>
<td>1.9%</td>
</tr>
</tbody>
</table>
### OUR WHY

#### LEARN MORE

**Graduation Rate**

- **All Students**: Green
- **State**: Green

**83.4% graduated**

**Increased 1.3%**

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#### EQUITY REPORT

Number of Student Groups in Each Color:

- **Red**: 2
- **Orange**: 1
- **Yellow**: 2
- **Green**: 5
- **Blue**: 0

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#### Student Group Graduation Rate

<table>
<thead>
<tr>
<th>Student Group</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>Green</td>
</tr>
<tr>
<td>English Learners</td>
<td>Orange</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>Red</td>
</tr>
<tr>
<td>Homeless</td>
<td>Green</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>Green</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>Red</td>
</tr>
<tr>
<td>African American</td>
<td>Yellow</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>None</td>
</tr>
<tr>
<td>Asian</td>
<td>Green</td>
</tr>
<tr>
<td>Filipino</td>
<td>None</td>
</tr>
<tr>
<td>Hispanic</td>
<td>Yellow</td>
</tr>
<tr>
<td>Native Hawaiian or Pacific Islander</td>
<td>None</td>
</tr>
<tr>
<td>White</td>
<td>Green</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>Green</td>
</tr>
</tbody>
</table>
Core Root Cause:

SYSTEMS/TOOLS ARE NOT MADE TO BE COMMUNITY-FRIENDLY

The Golden Rule vs. The Platinum Rule
ENGAGEMENT EFFORT
HIGHLIGHTS ADDRESSING ROOT CAUSES

1. Engaging students, families, community and staff in a format that is preferred
2. Providing opportunities for all stakeholders to receive meaningful and relevant information
3. Involve all stakeholders in the decision making process
Family and Community Engagement Support

FACES is a strategy proposed by VVUHSD Family Engagement Liaisons to empower, engage, and connect families to their school community. Utilizing our District Mission Statement and having a common goal of focusing on parent empowerment and education for the purpose of supporting positive student achievement.

Mission Statement
Victor Valley Union High School District

As the unifying agent of our community, steeped in more than a century of commitment to student achievement, the Victor Valley Union High School District will provide students a high-quality education in a safe environment, cultivating skills necessary for success through the promotion of integrity, creativity, and collaboration, inspiring them to reach their full potential and become productive citizens.
Welcome Visits are performed by a VVUHSD Family Engagement Liaison and a district counselor geared toward our foster and homeless youth.

Parent/Student Leaders
VVUHSD, in partnership with its Family Engagement Liaisons, provides parents and guardians with the opportunity to develop leadership and advocacy skills. While supporting parent engagement and the academic success of VVUHSD students.

Social and Emotional Supports
VVUHSD will provide emotional and social supports for VVUHSD students and resources for families.

Family and Community Engagement Liaisons (FEL)
Family Engagement Liaison encourage and coordinate parent involvement in various district and school site meetings and events.

Parent Workshops
Family Engagement Liaisons provide informative workshops for VVUHSD families. Workshops can be held at individual school sites or districtwide.

Community Resources
VVUHSD and Family Engagement Liaisons provide community resource information to our VVUHSD families.

Academic Excellence Fairs
VVUHSD and Family Engagement Liaisons coordinate resource fairs and conferences for our VVUHSD families.
VVUHSD Family Engagement Liaisons provide informative workshops, classes and presentations for VVUHSD families. Workshops, classes, and presentations are held at individual school sites and/or districtwide.
Engaging Families/Community/Students

Supper with the Superintendent

Superintendent, Dr. Ron Williams, invites all parents, students and community members to join him at the supper table! This monthly community forum will provide an opportunity for all stakeholders to have their voices heard, while enjoying a delicious meal.

The next session will take place at Lakeview Leadership Academy on Monday, March 16, at 6 p.m. in the Multi-Purpose Room. We look forward to seeing you there!

Click Here to RSVP!

Information: 760-955-3201 ext. 10203 or rgonzales@vvusd.org
CURRENT ENGAGEMENT EFFORTS

Engaging families, community and/or students

• Reimagining what “engagement” is in the era of technology (and subsequently Covid)
  – Increased online presence to share information and gather
Community Partnerships

- PIQE
- IEHP
- Victor Community Support Services
- DMSELPA
- San Bernardino County Sheriff's Department
- San Bernardino County Department of Health
How We Engage Our Community

District Wide Community Feed Program

VVUHSD applied for and was awarded a grant that enables all students in the district to be served breakfast and lunch.

VVUHSD has expanded this program to offer prepackaged meals to all in the community ages 1-18.

Community Donors

We are thankful to our local community businesses who offer their assistance to our families by supporting and donating to our VVUHSD events.
PIQE Process

- Create a supportive home learning environment
- Collaborate with teachers, counselors, and principals
- Learn how to navigate the school system
- Support children’s emotional and social development
- Encourage college attendance as early as Kindergarten
PIQE Parent Engagement Program

PIQE Orientation/ School Information Meeting

5 Core Weekly Classes

Principal's Dialogue

Parents' Graduation!
PROMOTING CULTURALLY RESPONSIVE LEADERSHIP

In Progress:

● Multi-Tiered System of Support (MTSS)
● Building trusting relationships
● Building capacity to have difficult conversations
● Promoting culturally responsive leadership
● Upcoming FACE Conference
How do We Measure Progress?

Sense of Belonging (School Connectedness)

Based on 844 responses

How have results changed over time?

<table>
<thead>
<tr>
<th>Percent Favorable</th>
<th>Winter 2018</th>
<th>Spring 2019</th>
<th>Winter 2020</th>
</tr>
</thead>
<tbody>
<tr>
<td>100%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>90%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>80%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>70%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>89%</td>
<td></td>
<td></td>
<td></td>
</tr>
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</table>

How did family members respond to each question?

Sorted by Survey order: First to last

QUESTION: I feel welcome to participate at this school.
89% responded favorably

QUESTION: School staff treats me with respect.
94% responded favorably

QUESTION: School staff takes my concerns seriously.
87% responded favorably

QUESTION: School staff welcomes my suggestions.
87% responded favorably

QUESTION: School staff responds to my needs in a timely manner.
87% responded favorably

QUESTION: School staff is helpful.
90% responded favorably

QUESTION: My child’s background (race, ethnicity, religion, economic status) is valued at this school.
86% responded favorably
Academic Outcomes

Graduation Rate

- All Students: Green
- State: Green

83.4% graduated
Increased 1.3%

Equity Report
Number of Student Groups in Each Color

<table>
<thead>
<tr>
<th>Color</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Red</td>
<td>2</td>
</tr>
<tr>
<td>Orange</td>
<td>1</td>
</tr>
<tr>
<td>Yellow</td>
<td>2</td>
</tr>
<tr>
<td>Green</td>
<td>5</td>
</tr>
<tr>
<td>Blue</td>
<td>0</td>
</tr>
</tbody>
</table>

Student Group | Graduation Rate
---------------|------------------
All Students   | Green
English Learners| Orange
Foster Youth | Red
Homeless | Green
Socioeconomically Disadvantaged | Green
Students with Disabilities | Red
African American | Yellow
American Indian or Alaska Native | None
Asian | Green
Filipino | None
Hispanic | Yellow
Native Hawaiian or Pacific Islander | None
White | Green
Two or More Races | Green
Family Engagement Liaison

Victor Valley Union H.S District
Latonya Myers
760-955-3201
lmyers@vvuhsd.org

Victor Valley High School
Veronica Ginorio
760-955-3201 ext. 31180
vginorio@vvuhsd.org

Silverado High School
Nancy Arredondo
760-955-3353 ext. 21311
narredondo@vvuhsd.org

Adelanto High School
Mari Mercado
(760) 246-3909 ext. 39511
mmercado@vvuhsd.org

Hook Jr High
Justin De Santiago
760-955-3360 ext. 43382
jdesantiago@vvuhsd.org

Lakeview Leadership Academy
Donovan Botelho
760-955-3400 ext. 46118
dbotelho@vvuhsd.org

University Preparatory
Yessika Barrientos
760-243-5940 ext. 35117
ybarrientos@vvuhsd.org

Cobalt Institute of Math and Science
Brianna Richardson
760-955-2530 ext. 45123
brichardson@vvuhsd.org
RIVERSIDE UNIFIED SCHOOL DISTRICT
UNIVERSITY HEIGHTS MIDDLE SCHOOL

Be Extraordinary

Community Engagement Initiative
Peer Leading and Learning Network
Cohort II
**QUICK FACTS**

16TH LARGEST DISTRICT IN CA
NEARLY 41,000 STUDENTS
50 SCHOOLS - PRE K-12 GRADE

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
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<tbody>
<tr>
<td>64.4%</td>
<td>Hispanic</td>
</tr>
<tr>
<td>20.7%</td>
<td>White</td>
</tr>
<tr>
<td>6.3%</td>
<td>African American</td>
</tr>
<tr>
<td>3.5%</td>
<td>Asian</td>
</tr>
<tr>
<td>2.0%</td>
<td>Two or More Races/Other</td>
</tr>
<tr>
<td>1.2%</td>
<td>Filipino</td>
</tr>
<tr>
<td>66.9%</td>
<td>Socioeconomically Disadvantaged</td>
</tr>
<tr>
<td>16.8%</td>
<td>English Learners</td>
</tr>
<tr>
<td>11.7%</td>
<td>Students w/ Disabilities</td>
</tr>
<tr>
<td>5.0%</td>
<td>Homeless</td>
</tr>
<tr>
<td>0.4%</td>
<td>Foster Youth</td>
</tr>
</tbody>
</table>
University Heights Middle School

**Enrollment** 850

**Socio-Economically Disadvantaged** 94.2%

**English Learners** 21.9%

**Homeless** 5.9%

<table>
<thead>
<tr>
<th>Race/Ethnicity</th>
<th>Total</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Asian</td>
<td>20</td>
<td>2.4%</td>
</tr>
<tr>
<td>White</td>
<td>65</td>
<td>7.6%</td>
</tr>
<tr>
<td>Pacific Islander</td>
<td>1</td>
<td>0.1%</td>
</tr>
<tr>
<td>Hispanic</td>
<td>657</td>
<td>77.3%</td>
</tr>
<tr>
<td>American Indian</td>
<td>3</td>
<td>0.4%</td>
</tr>
<tr>
<td>Filipino</td>
<td>6</td>
<td>0.7%</td>
</tr>
<tr>
<td>African American</td>
<td>72</td>
<td>8.5%</td>
</tr>
<tr>
<td>Two or More Races</td>
<td>9</td>
<td>1.1%</td>
</tr>
</tbody>
</table>
Journey Toward a Community-Friendly System

- Lack of translation and interpretation supports especially at the site level.
- No readily available supports and services for families at site or district levels.
- No links to community resources and accessible workshops.
- Disconnect for socio-economically disadvantaged families.
- Families actively requesting a hub for resources, workshops, and connections.

Development of Family Resource Center and School-based Family Engagement Centers

- Workshops and Services
- Training for staff on family engagement strategies
- Increase staff for translation/interpretation
Mission

“Improving student learning and development, and strengthening family practices, by leveraging school programs with community resources”.
Supporting Schools

Regional Locations

- Community Based Family Enrichment Center
- School Based Family Engagement Centers
School, Family and Community Partnerships

Family Wellness

Education and Leadership Development

Community Partnerships
Family and Community Engagement

How to connect with us
- Call (951) 328-4003 and leave a detailed message
- For privacy, please use this method instead of leaving a comment
- Email gacino@riversideunified.org
We will respond to calls and messages within 48 business hours

Linkages to community resources
- Food, utilities, housing
- Health and wellness services
- Crisis assistance and emergency supports

Connections to school and district services
- Assistance with email and Aeries parent portal
- Online meal applications
- Connections to district health services, counseling, early childhood programs, homeless and foster services, among others

For immediate information on local community resources, please visit: http://bit.ly/RUSD-Family-Resource-Center

Virtual Workshop Series and Digital Equity
- Abrilandio Puentes: Opening Doors
- Educate. Equip and Support
- Puertas Abiertas Support Group
- Health and Wellness Workshops

Parents who attend and complete a workshop series will receive a certificate of completion.

Digital Equity—bridging the digital divide
In this four-week series, you will learn about:
- Technologies available for home use
- How to navigate Windows 10
- Overview of Microsoft Office and Google

Upon completion, participants will receive a refurbished desktop computer.

Coffee & Conversation to Cafecito con Susana (Virtual Coffee)

Community Connections

- A Weekly One-Hour Interactive Session
- Overview of District Communications, Upcoming Webinars and Workshops, and Community Events.
- Promotes Family Wellness, Connections to Peers and Community, and Advocacy and Leadership Development.
Distance Learning Supports

- Family Technology Webinars
- College and Career Readiness
- Navigating Special Education
- Digital Equity Program
- Family Leadership Development
Family Wellness Webinars

- Transition to School
- Healthy Habits and Family Routines
- Self Care for Parents and Caregivers
- Grief and Trauma
- Holiday Blues and Depression
- Champion Fathers Playbook
- Positive Parenting
- Suicide Prevention
- Family Health & Fitness
- Family Financial Literacy
Don’t Freak Out Family Night
Wednesday
April 28, 2021
6:00pm

To register, visit:

Solutions to creating better and stronger relationships within your families. 
Hear about how to Respond when people you love need you the most.

- Build, maintain, restore your relationship with your child!
- Learn how to better support struggling teens.
- Build high-quality relationships for life.
- Tools to genuinely connect with your kids.
- HONEST and RELATABLE tips for Families.

To register or for special accommodations call 951-326-4003. Please request accommodations no less than 72 hours prior to the webinar date.
LEADERSHIP AND ADVOCACY

PARENT-LED GROUPS
AFRICAN AMERICAN ADVISORY COUNCIL (AAPAC)
COMMUNITY ADVISORY COMMITTEE (CAC)
DISTRICT LANGUAGE ADVISORY COMMITTEE (DELAC)
PARENT-TEACHER ASSOCIATION (PTA)

TARGETED SUPPORT

HERITAGE LEGACY

LIVE TODAY!
BOARD MEETING
LINK IN BIO FOR LIVESTREAM

RUSD RIVERSIDE UNIFIED SCHOOL DISTRICT
Supporting Diverse Cultures and Languages

**Staff**
13 Bilingual Community Assistants
22 Site Interpreter/Translators
3 District Interpreter/Translators
4 ASL Interpreters

**Sonia Barron-Rodriguez**
District Translator

**Professional Development**
3-8 hours days of training-interpreting/translation skills and on various special ed and general ed topics
The Community Interpreter- 40 hour training protocols, ethics and standards on how to do our job as an interpreter

**Services**
Services are provided in English and Spanish
Interpretation/translation services are secured for additional languages from external service providers including the Guatemalan Consulate
WELCOME TO RUSD

- About RUSD
- Navigating School and District
- Who to Contact for Assistance
- Opportunities for Connections
- Workshops and Activities
- Keeping Connected
UNIVERSITY HEIGHTS MIDDLE SCHOOL IS A DIVERSE COMMUNITY OF ENGAGED LEARNERS WHERE STAFF ARE COMMITTED TO PROVIDING A SAFE AND CARING ENVIRONMENT TO EMPOWER STUDENTS TO DISCOVER THEIR FULL POTENTIAL.
Family Engagement Efforts

- Parent Institute for Quality Engagement Parent Project
- Triple P Parenting Classes
- African American Parent Advisory Committee, PTA, ELAC
- Listening Forums w/parents
- Partnerships with UCR and CBU
- College/Career Awareness events
- Family Resource Room
- Bilingual Community Assistant and Translator on Site
- School2Home Partnership
Improving Family Communication

- Text messages
- Home Visits
- Electronic Newsletters (Links posted on social media, texted, and emailed to parents)
- Parent and Student Resource Website - More user friendly to update and access
EQUITY AND COMMUNITY ENGAGEMENT PLAN
2021-2024

Policies and Systems

Professional Learning

Culture and Climate

Community Engagement
Policies and Systems

- Equity Related Policies
- Connection to LCAP and Funding Formula
- Equity Audits
- Hiring Practices
Thank you!