Cohort IV PRESENTATION

COMMUNITY ENGAGEMENT INITIATIVE
Part of the California Statewide System of Support

Wifi Information
Network: CEI Rocks
Password: Engage #1

April 25, 2024

Interpretation Available

Session Agenda

	Time	Presenter	Content
Cohort IV Presentation	30 min.	Cohort IV LEA	Year 1 Journey
Tuning Protocol	45 min.	PLLX Facilitator	Tuning Protocol

Meet the SVA CEI team…

Andrea
Theo
Kristi
Amy
Melea

Noshie
Sade
Katie
Deanna
Julie
Tabitha

Shanél Valley Academy

Our Vision

We envision a future in which all children are honored with equitable access to high quality education that results in success in community and career. We empower all students to become critical thinkers, innovative problem solvers, and effective leaders through a dynamic and collaborative curriculum.

3 years ago…
May 2021

We of this Academy, named after the Principal Local Indigenous Village of Shanél, acknowledge with honor the Shóqowa and Hopland People on whose traditional, ancestral, and unceded lands we work, educate and learn and whose historical and spiritual relationship with these lands continues to this day and beyond.

*Offered by Ramon Billi (HPBI THPO) and received with gratitude (2021)

Where we started

In just 7 short months, we made our vision of possibilities a reality for the community.

01 | Restored the old Hopland School site

02 | Founded all required operational systems

03 | Secured all educational curriculum and materials

04 | Hired full staff including expanded learning program staff

**05** | Furnished the entire school site

SVA in 2023

Name	Total	African American	American Indian or Alaska Native	Asian	Filipino	Hispanic or Latino	Pacific Islander	White	Two or More Races	Not Reported
Shanél Valley Academy	129	0.0%	13.2%	0.0%	0.0%	34.1%	0.0%	41.9%	7.0%	3.9%
Ukiah Unified	6,554	0.4%	5.1%	1.0%	0.4%	54.8%	0.1%	33.3%	4.2%	0.7%
Mendocino County	12,846	0.5%	6.4%	0.8%	0.3%	46.9%	0.1%	36.6%	4.2%	4.3%
Statewide	5,852,544	4.7%	0.4%	9.5%	2.2%	56.1%	0.4%	20.1%	4.3%	2.2%

What makes SVA unique?

LEA Information

- Describe your LEA, community, and student body.
- Why did your LEA join the Community Engagement Initiative?
- How has your LEA engaged students, families, and community members in both school-level and district-level decision making (e.g., through the LCAP process) and/or site-level decision making (e.g. through the SPSA process)?
- Share examples of prior efforts and/or barriers related to community engagement and:
    - Building relational trust among students, families, community partners, and school and district staff
    - Partnering with communities that have historically been left out of school and district decision-making
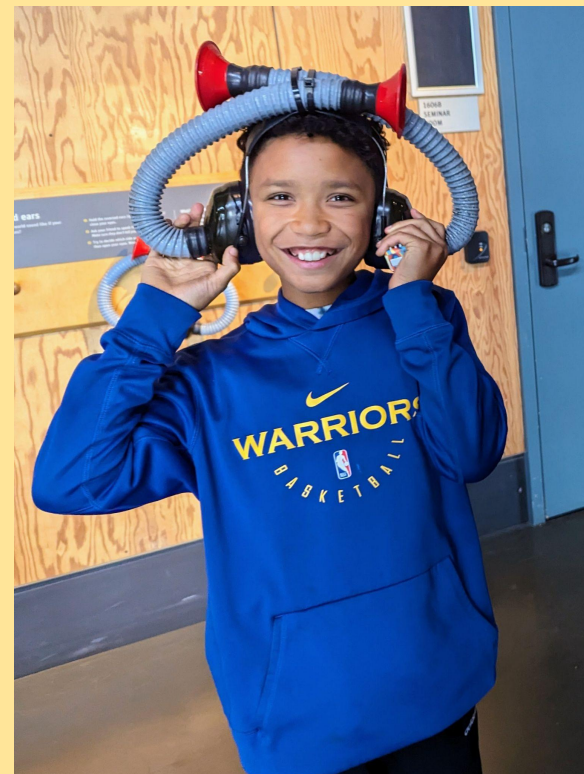
How we make decisions together
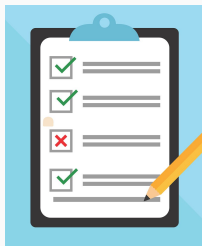
- 1:1 & small group talks
- Surveys and evaluations
- Meetings (LCAP, BOD, PAC, ELAC YLT)
- Strong volunteer involvement
- Community events: monthly

How we learn and grow at SVA

At SVA, we honor youth voices and strive to empower every student to become critical thinkers, innovative problem solvers and effective leaders.

We are partnering with families and the community to create a community school that meets our students' needs, welcomes diversity and practices equity and inclusion.

In our third year of operation, we are establishing a team of educators that are committed to the vision of our community school, focused on building relationships and fostering a positive and safe learning environment for our students and families.

Project Based Learning

Community Partners

Experiential Learning

Here, our Kindergarten and 4th graders explore their PBL Theme: **Community**

A visiting architect visited the 4th grade to share about design as they researched and created their own tiny home community
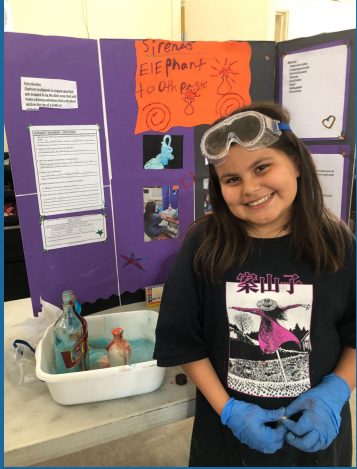
TK Community Project

2nd/3rd Grade Bat House Project

Annual Science Fair and Project Exhibition Event

The SVA Library- a safe, quiet learning space for everyone!

SVA's Expanded Learning Program

An thriving program for continuous support and engagement after school

Students visit our school garden regularly to tend to their class boxes. SVA is working to bring local food, nutrition and agriculture education to our school community.

In 2022 our school was selected by Class 51 of CA Ag Leadership Program to receive fundraising support to build out our 4-H Barn and future agriculture programs!

This project was identified in our community needs assessment.

Walking field trips to local agriculture partners help students learn about careers in their community and meet neighbors of all species!

Moving from a vended meals to scratch cooked meals on campus was a priority that families and students have supported through providing their input on taste tests, feedback surveys, focus groups and community meetings.

Tacos are a school wide favorite!

Lucia's afterschool snacks are the best!

BEAR BUCKS!

Chronic Absenteeism
Orange

Suspension Rate
Blue

English Learner Progress
No Performance Color

English Language Arts
Red

Mathematics
Red

Basics: Teachers, Instructional Materials, Facilities
STANDARD MET

Implementation of Academic Standards
STANDARD MET

Parent and Family Engagement
STANDARD MET

Local Climate Survey
STANDARD MET

Access to a Broad Course of Study
STANDARD MET

2023 SVA's CA School Dashboard Data

SVA - 2022-2023 School Climate Student Surveys

SAFETY	4's and 5's (agree, strongly agree)	3's (Neutral)
I feel safe at school	**75.6%** 99/131	16.8% 22/131
CONNECTION	**4's and 5's (agree, strongly agree)**	**3's (Neutral)**
I like my school	**80%** 105/131	17.6% 23/131
My teacher knows me	**77%** 101/131	18% 24/131
My teacher is easy to talk to	**85.5%** 112/131	10.7% 14/131
There are adults at school who help when I need it	**89%** 117/131	6% 8/131

5.6 percentage point improvement over prior year

9.9 percentage point improvement over prior year

Key Learnings in Year 1

Student testimonial…

> When we do CS with the counselor, I have had a change in how I look at things and have more empathy-

*CS = Character Strong - SEL Curriculum

Student testimonial…

"

Our staff help us solve problems. We write down the situation first, then we share what happened, share how we felt at the time, then we come up with agreements together to move forward and reset the relationships

Parent testimonial…
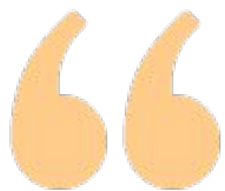
" Giving students a voice through this program has been a big shift for students to feel empowered and their perspective valued

Parent testimonial…
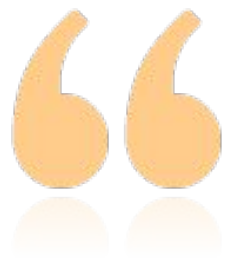
My daughter is is learning to speak in school assemblies and helps teachers in playworks to lead games. The CEI program is helping to bring our community together and bring voices that have not been heard before through following the guidance of including everyone, we are getting more feedback as a team for our school to continue our collaborative efforts and vision of a community school. I have enjoyed creating future goals with the team, and networking with others who have done the work that we are striving to do.

Key Learnings in Year 1

- Reflect on your LEA's first year participating in the CEI:
  - Which Elements from the Community Partnerships for Systems Change (CPSC) have contributed to the greatest shift in mindset or practice?
- As a young school, we are developing priorities and goals and finding ways that all our partners, families , students, and staff can see the system and center community experiences.
  - Think of the stories others have shared, including stories from your LEA community and/or stories from other LEA participants in the CEI. Which stories have inspired your team the most when it comes to strengthening community engagement in your LEA?

Key Learnings

- We have a lot to learn!
- Broad, diverse and inclusive engagement in our leadership and decision-making is crucial to our schools' success
- Youth leadership is integral to growing a healthy to school culture and climate
- Trust is earned with consistency, transparency, and mutual respect

Our Youth Leadership Team: What Inspires us

Identified Problem of Practice Focus Area (PoP)

Problem of Practice

How can we gain a deeper understanding of effective and authentic engagement with students and families as *trust**ing*** and *trust**ed*** co-creators of our community school's shared future?

Identified Problem of Practice (PoP) Focus Area

- Share (a) your identified problem of practice focus area from Session 6 (refer to your Session 6 LEA Team Notecatcher and the Session 6 slides on building a problem of practice focus area statement). *Remember, it doesn't need to be perfect, it's simply a draft statement to help guide your work. The statement is likely to evolve over time as you learn more about community engagement in your LEA. *we identified a need to gain understanding for effective student and family engagement*

- What areas of growth did you identify for your LEA that led to your identified problem of practice focus area?
  Attendance: community engagement can help us better understand how to best address this issue,
  Parent communication about attendance
  Reading levels and student achievement overall are noticeably affected by chronic absenteeism
  Community empowerment is founded on understanding: how can we increase community understanding of how the school operates, how decisions are made, and how families can support the goals of the school
  Limited understanding of school operations in the community may be limiting trust.

- What strengths did you identify for your LEA that might help contribute to addressing the problem of practice focus area? If applicable, what have you learned from your LEA's CCSPP asset mapping efforts?(see more in our team notes)
  *Belief that the system's success is critically dependent on its relationships with students, families, and the community
  *Committed and consistent district and school leaders
  *Inclusivity based on race and culture

Areas of Growth

- Time and project management to deepen engagement with families
- Reading levels
- Student achievement
- Attendance
- Community empowerment and system awareness (how the school operates and how decisions are made)

Strengths

- Belief that the system's success is critically dependent on its relationships with students, families, and the community
- Committed and consistent district and school leaders
- Inclusivity based on race and culture
- Youth Leadership Team is inspiring
- Parent committees are becoming more organized
- Campus events have attracted robust support from families and the community
- Partnerships with HBPI and local businesses
- Strong teaching team and well-funded expanded learning opportunities programs
- Ability to braid funding from various State and federal sources

Potential Root Causes

- A legacy of educational injustice in our community is still felt strongly among local families
- Limited or isolated systemic awareness can inhibit effective decision-making and communication
- Our school is only three years old: rituals, traditions and shared experiences are what grow culture, that takes time and moves at the pace of trust.
- Limited time to reflect in community makes it harder to understand why strategies or events work or don't work.

Ask what's possible, not what's wrong. Keep asking.

Margaret J. Wheatley

○ What data/metrics did you use to help select your problem of practice?
*Attendance and academic performance data

○ Begin brainstorming a list of potential root causes contributing to the problem. This doesn't need to be an exhaustive list, just a start.
Demonstrating and communicating] Belief in students and families as experts

- We believe this at a foundational level at a leadership level, we're not sure if our families feel this way. We'd like to empower the community with information about the system.

- Assumptions that parents/families default to previous school experiences. How do we communicate this in a meaningful way?

○ Strong understanding and expertise around highly effective student and family engagement

- Challenges with newness of school - emergent, traditions build over time

- Some events that we have had have minimal attendance. Other events have had a lot of attendance.

○ Systems and tools are made to be community-friendly

- Attendance, input, beyond language - times and days that families can engage

- Building trust

Next Steps/Thoughts for Year 2

Next Steps/Thoughts for Year 2

- ○ What are your anticipated next steps or actions, and what considerations need to be made to begin?
- ○ What strategies are you considering implementing or exploring in Year 2?
  * Invite community members to a community lunch once a month, in response to feedback about the difficulty of getting to know staff, understanding student interactions, and what school "feels" like, how things work in our school culture
  * create a school wide carpool document and share online, in person and through teachers to build community, help with attendance and provide a resource for transportation barriers
  * provide more information about school protocols and procedures
  * continue to develop reflection letters for attendance and partner with families through attendance breakfasts off site, etc.
- ○ What resources (e.g. tools, protocols, guidance documents, research articles, partnerships, etc.) would be helpful to support your continued work?
  *partnering with Attendance Works and attending their trainings
- ○ What feedback or advice or learnings are you hoping to receive from other CEI participants today, and how do you hope the feedback will support your LEA's journey?
- ○ What questions might you have for other CEI participants?

Emerging Strategies	Resource
Monthly community lunches: invite families to come have lunch with students and teachers so they can get the "feel" of school and see how teachers and students interact.	SVA's amazing food services team and school chef Miss Lucia
Create a school wide carpool document and share online, in person and through teachers to build community, help with attendance and provide a resource for transportation barriers	Trusting relationships among community members, family volunteers, teachers, PAC. ELAC, Community Liaison
Provide more information about school protocols and procedures: Parent education and or "orientation" for new families	Board Approved Policies, parent Handbook, Staff handbook
Continue to develop reflection letters for attendance and partner with families through attendance breakfasts off site, etc.	Attendance Works, PAC, ELAC, Community Liaison

Request for Feedback:

What blind spots might we be missing in our efforts to engage our community?

What unique or innovative strategies have you used, seen or heard about that support strong school-community-family partnerships?

Tuning Protocol

	Time	Presenter	Content
Tuning Protocol (40 min.)	5 min.	PLLX Facilitator	Clarifying Questions
	7 min.	PLLX Facilitator	Probing Questions
	18 min.	PLLX Facilitator	Feedback – Group Discussion
	4 min.	PLLX Facilitator	Feedback to LEA
	6 min.	PLLX Facilitator	Reflection

Question & Answer

Clarifying Questions (5 Minutes)

The audience asks **Clarifying** questions of the LEA — that is, questions that have brief, factual answers. *Possible Example*

Possible Clarifying Questions:
- Did you say (insert thought/connection) about the data?
- Did I understand you when you said...?
- What criteria did you use to...?
- Did I hear you correctly when you said...?
- Did I paraphrase what you said correctly?5

Probing Questions (7 Minutes)

Probing *Questions:*The audience asks **probing questions** of the LEA. These questions should be worded so that they help the presenter expand their thinking about the problem of practice focus area presented to the audience.

Possible Probing Questions:
- How did you decide or determine...?
- How did you conclude...?
- Why do you think this is the case?
- Why is this an important challenge for your team right now?
- Would you restate your main hopes for advice or feedback today?

5:00

7:00

Feedback – Group Discussion

In four table groups, the audience talks with each other about the presentation (on Problem of Practice Focus Area and the Next Steps/Considerations). The groups **generate the feedback and tuning guidance** for the LEA. LEA presenters should spread out among the table groups; they can act as listeners and take notes as needed.

Discussion Talking Points:
- In our LEA, we experienced…. and we found that… *OR* our LEA can connect to this/support in that…
- An area that this LEA could explore is…
- Potential advice that I would provide this LEA based on their presentation and their request for feedback is…
- The team asked for feedback regarding… I can see that…
- The team is considering…..as a next step…what might they need to consider?

Members of each group may suggest actions the LEA might consider taking. Most often, however, they work to define the issues more thoroughly and objectively. The LEA doesn't speak during this discussion, but instead walks the room, listens, and takes notes. The audience should capture the discussion on the Table Poster Notecatcher, and **synthesizes to a total of three (3) pieces of key feedback** to share with the LEA presenter.

18:00

Feedback to LEA

Feedback and Tuning Advice: Each poster group has 1 minute to share their group's three (3) feedback statements. The feedback provided should address the requested feedback from the LEA's presentation.

4:00

Reflection

The LEA reflects on what they heard and on what they are now thinking, sharing with the audience anything that particularly resonated with them during any part of the discussion.

- Please provide space for each member of the team to share their individual reflections.

6:00