



We'll get started at

12:33 ET / 9:33 PT

FAMILY ENGAGEMENT LEADERSHIP INSTITUTE

Cohort 4, Session 5

April 22, 2026

CHANGE YOUR ZOOM NAME:

Name, School/District, Location

Cohort 4 Highlights

- ★ **Most** participants have begun implementing safe to fail experiments aligned with their school goals.
- ★ The biggest benefits of FELI for participants have been **learning from peers, having dedicated work time during sessions, and receiving support from coaches.**
- ★ In the last session, participants appreciated having **time to work on action decks.** We are building in more of that today.

Opening Reflection |

Chatbox Waterfall

Think about a **family member, teacher, or staff who has helped deepen family partnership this year...**

- Take a moment to think about who it is—reflect on their story.
- Drop their first name in the chatbox.
- We'll share it at the same time.

★ **Sara Pearman, MacQuiddy Elementary, Pajaro Valley
| Medium Blog**

Please read, clap it and share it! Thank you, Sara for your leadership!

Family Engagement Leadership Institute

Year-at-a-Glance

Fall 2025

Learning What Works and Aligning Family Engagement Strategies to School/District Goals

Sept – Oct – Nov

Sept. 24

Whole Cohort
Virtual Session #1

Oct. 29

Whole Cohort
Virtual Session #2

Dec. 2

Whole Cohort
Virtual Session #3

*Action Teams
invited to attend*

Feb. 19

Whole Cohort
Virtual Session #4

Spring 2026

Re-Designing Systems to Promote What Works

Mar – Apr – May

Apr. 22

Whole Cohort
Virtual Session #5

*Action teams
invited to attend*

**1:1 & Peer
Coaching**

**1:1 & Peer
Coaching**

**1:1 & Peer
Coaching**

**1:1 & Peer
Coaching**

**1:1 & Peer
Coaching**

**Share Goals &
Strategies for
This Year**

**Share Goals &
Strategies for
Next Year**

Agenda

- ✓ **Celebrate Progress**
- ✓ **Leadership Voices: Sharing our family engagement stories**
 - Rebecca Heneise, New LA Charter School
 - Janis Price, Orange County Dept. of Education
- ✓ **Planning Time: Developing your 2025–26 FACE Strategy**
- ✓ **Collective Impact: Final Reflections**

What We Learned



WE WILL STOP:

- Asking teachers to implement family engagement strategies without providing the **necessary preparation** and support.



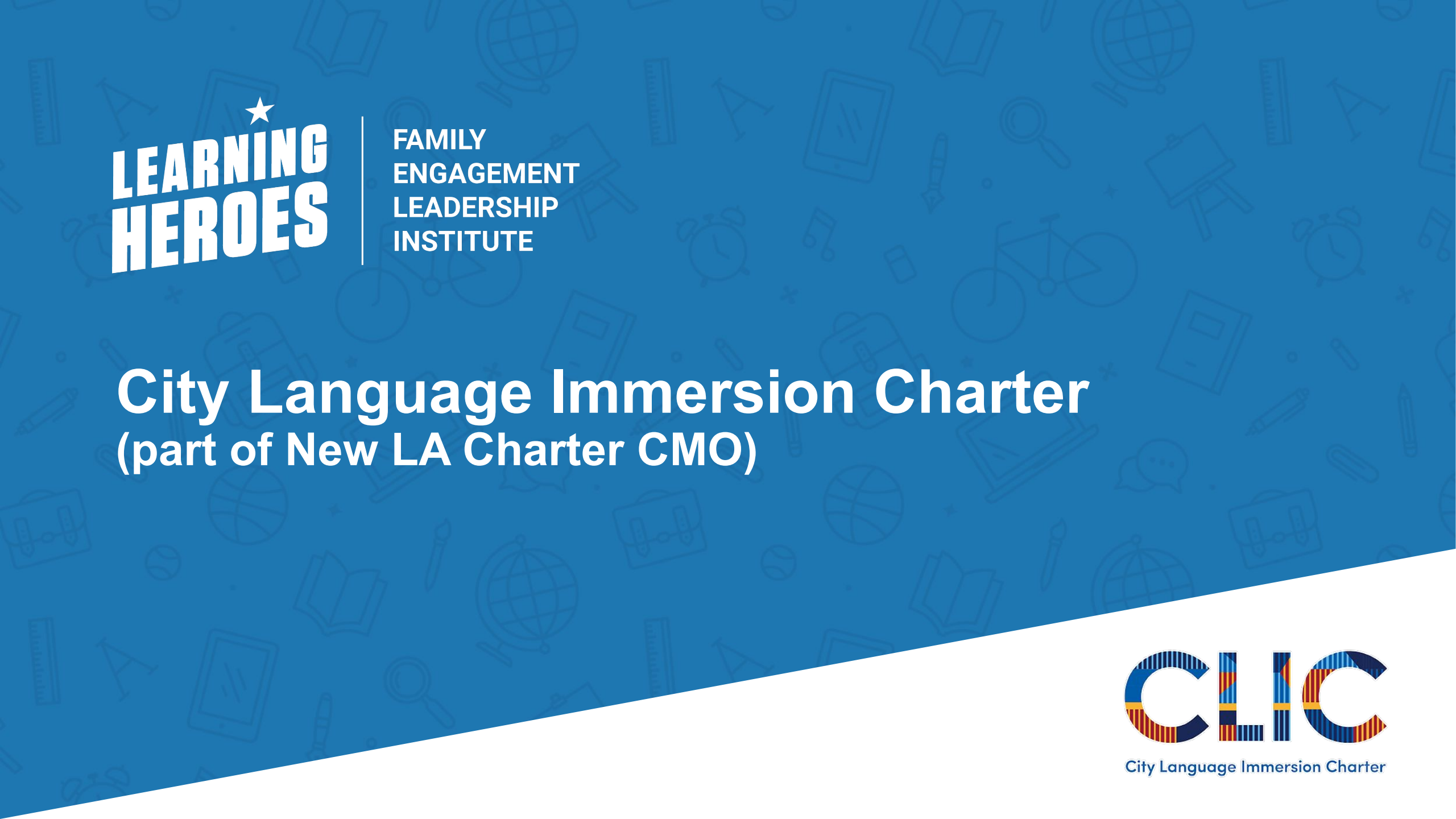
WE WILL CONTINUE:

- **Sharing i-Ready math data and co-creating at-home learning plans** (weekly goal of 45 min. of i-Ready practice) and expand the model to include ELA.



WE WILL START:

- **Welcoming calls** at all grade levels.
- **Home visits** with 10% of our families.
- Centering **ELA** and **math proficiency in every family event**, ensuring families leave with concrete strategies.

**LEARNING
HEROES**

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City Language Immersion Charter (part of New LA Charter CMO)



City Language Immersion Charter

Our Action Team

- **Rebecca Heneise** (Principal)
- **Rosa Manzo** (Assistant Principal)
- **Tanya Castro** (Family Engagement Manager)
- **Wendy Hernandez** (Parent/Teacher)
- **Victoria Cuadra** (Teacher)
- **Daisy Lopez** (Parent/Teacher)

THANK YOU TEAM!



Our Baseline Data

LEARN MORE English Language Arts



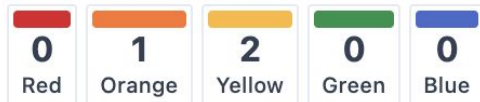
Orange

27.3 points below standard

Declined 5.5 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details ➔](#)

LEARN MORE Mathematics



Orange

64.8 points below standard

Declined 28.7 Points ⬇️

EQUITY REPORT

Number of Student Groups in Each Color



[View More Details ➔](#)

LEARN MORE English Learner Progress



Red

27.6% making progress

Declined 2.6% ⬇️

LONG-TERM ENGLISH LEARNER PROGRESS



[View More Details ➔](#)

Learning Goal: Increase Mathematics Progress among ELs



TRUST

Leadership Moves

- Focus on assets
- Share school progress clearly with teachers on a regular basis

Our “Safe-to-Fail” Experiment(s)

- 2-4 turn-and-talks/structured math talks in every lesson with sentence stems.
- Positive notes home to build trust.



ACTION STEPS

- Provide teachers with time at the beginning of each PD for positive notes home.
- Provide teachers with modeled lessons on how to incorporate T&Ts in their lessons.
- Provide teachers with planning time to add T&Ts in their lessons and practice
- Teacher observations of each other practicing T&T
- Provide families with sentence stems to practice at home.



TRUST

Greeting Ms. Heneise,
I really appreciate the meaningful work
being done at CLIC. The initiatives the
teachers are taking to immerse
students in dual language are truly
impactful. It's clear that there
is intentionality, passion, and
dedication behind the instruction,
and the students are benefiting
from a rich, culturally grounded
learning experience. This opportunity
was incredibly knowledgeable.
Thank you, Miss Erica Am Villanueva, MSW

Note left by a visiting
educator.



Teachers
planning
together to
include oral
language
strategies
in lessons.

Learning Goal: Increase Mathematics Progress among ELs



STUDENT LEARNING

Leadership Moves

- Share progress clearly with families through iReady data
- Empower families to support learning at home

Our “Safe-to-Fail” Experiment(s)

- 2-4 turn-and-talks in every math lesson with sentence stems.
- Positive notes home to build trust 1x a week.
- Teacher observe 2 teachers during T2 for T&Ts.

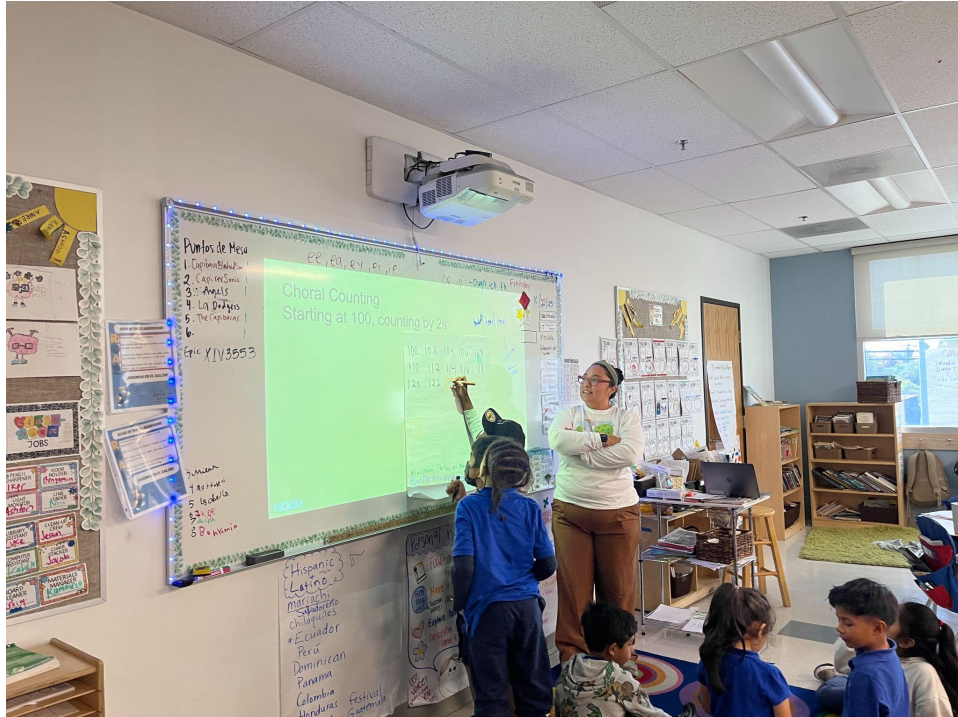


ACTION STEPS

- Provide teachers with time at the beginning of each PD for positive notes home.
- Provide teachers with modeled lessons on how to incorporate T&Ts in their lessons.
- Provide teachers with planning time to add T&Ts in their lessons and practice
- Teacher observations of T&Ts in math lessons
- Provide families with sentence stems to practice at home and math resources for T2.



STUDENT LEARNING

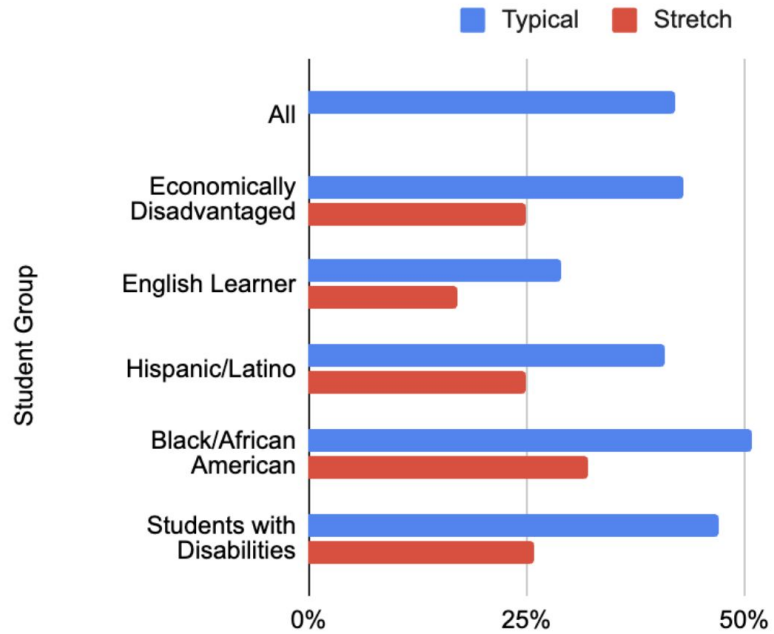


Students sharing how they solved a problem.



Demonstration of Learning Day with families.

Progress To Annual Typical and Stretch Growth (Reading)



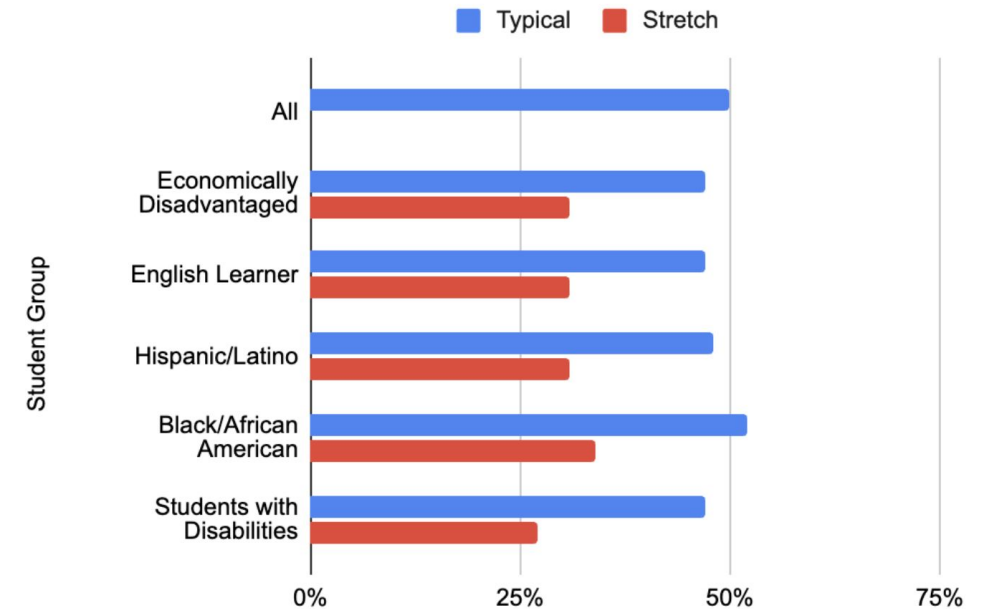
Expectation for mid-year ~50%.

Growth measure is the median growth.

24-25 Mid-year growth 38% vs. 42% this year.

Expectation for end of year growth = 75% (per publisher)

Progress to Annual Typical and Stretch Growth (math)



Expectation for mid-year ~50%.

Growth measure is the median growth.

24-25 Mid-year growth 30% vs. 50% this year.

Expectation for end of year growth = 80% (per publisher)



STUDENT LEARNING

What We Learned



WE WILL STOP:

- Assuming students know they are doing well.
- Assuming students are understanding the material.
- Assuming our strategies are working.
- Assuming parents know how to work with students at home.



WE WILL CONTINUE:

- Sharing i-Ready math data and co-creating at-home learning plans
- Sending positive messages home
- Praising the positive in class.
- Demonstration of knowledge days with families.



WE WILL START:

- **Welcoming calls** at all grade levels.
- **Home visits** with 10% of our families.
- Centering **ELA** and **math proficiency in every family event**, ensuring families leave with concrete strategies.

Family Engagement Strategy SY 26/27

School Goals: Reduce Chronic Absenteeism, Improve ELA/Math Proficiency



TRUST

Leadership Moves

- Focus on assets
- Share school progress clearly with families on a regular basis



STUDENT LEARNING

- Empower families to support learning at home
- Provide consistent opportunities for students to share, discuss, and explain their thinking orally and in writing.
- Teachers include language objectives along with content objectives in each lesson.



KEY ACTION STEPS

- Provide teachers with time at the beginning of each PD for positive notes home.
- Provide teachers with modeled lessons on how to incorporate language strategies
- Provide teachers with planning time to add language strategies in their lessons and practice
- Teacher observations of T&Ts in math lessons
- Provide families with sentence stems to practice at home and math resources.

INFRASTRUCTURE

RESOURCES



Language strategies guide
Common language around
language strategies
Chart paper



iReady

SCHOOL IMPROVEMENT PLAN

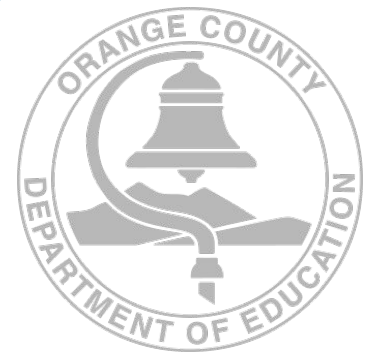


Reward teachers for 2 home visits in the year.

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Orange County Office of Education



What We Learned



WE WILL STOP:

(Teacher Training)

-too much info/data convo in afternoon on Training #1.

Participants had low energy not enough implementation strategies shared.

-better in training #2 with action planning in the afternoon

-intentional time for more reflection and implementation planning (Event to Impact Checklist)

Stop doing trainings that don't allow practice/role playing to build teacher's confidence & self efficacy



WE WILL CONTINUE:

-Invitations to Community Site Coord. and FACE Leads

-continue with at least 3 more trainings per year to build more capacity

-and build a 2.0 Teacher Training or, inviting to a FACE/CS Community of Practice space that already exists

-provide PL books

-food (fun environment!)

-printed materials

-partner with districts/large school sites to host for FREE



WE WILL START:

-promote with more teacher networks (increase teachers in attendance)

-build Admin training to support teachers who want to engage more families

-do we consider a separate cohort for CS??

-how can we take this training to each district/regional rather than one at the entire county level

-Capture more best practices (videos) across the county (Steering Committee)

Dream Build - add parents voice to teacher training

What We Learned



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The background is a solid blue color with a repeating pattern of white line-art icons. These icons include various educational items such as books, globes, pencils, paper clips, speech bubbles, a laptop, a bicycle, a clock, a magnifying glass, a ruler, a pencil sharpener, a backpack, a basketball, a soccer ball, a globe, a book, a pencil, a paper clip, a speech bubble, a laptop, a bicycle, a clock, a magnifying glass, a ruler, a pencil sharpener, a backpack, a basketball, and a soccer ball.

**★
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HEROES**

We'll get started at

1:35 ET / 10:35 PT

BREAK

Family Engagement Strategy SY 26/27

School Goals: Reduce Chronic Absenteeism, Improve ELA/Math Proficiency



TRUST

- Engage in deep listening through **Welcoming Calls** and **Relationship-Building Home Visits**.
- Implement a **case management model** for chronically absent students so that every family has a deep connection with at least 1 staff member.



STUDENT LEARNING

- Support teachers to **communicate ELA & Math proficiency** and **co-create** learning plans.
- Center **ELA & Math proficiency in family events**, ensuring families leave with **concrete strategies** to support their child's academic progress.



INFRASTRUCTURE

KEY ACTION STEPS

- Review safe-to-fail data and insights. (Summer)
- Train staff on relationship-building home visits. (Summer)
- Grade-level teams design strategies to reduce absenteeism and boost ELA/Math skills. (Fall)
- Provide Action Team support and share updates in monthly meetings. (Fall-Spring)

RESOURCES



Staff and grade-level meetings and existing PD (e.g., summer, Data Days)



Title I funds and Local Community Foundation

SCHOOL IMPROVEMENT PLAN



Action steps have been embedded in our School Improvement Plan

Breakout Groups | Planning Time

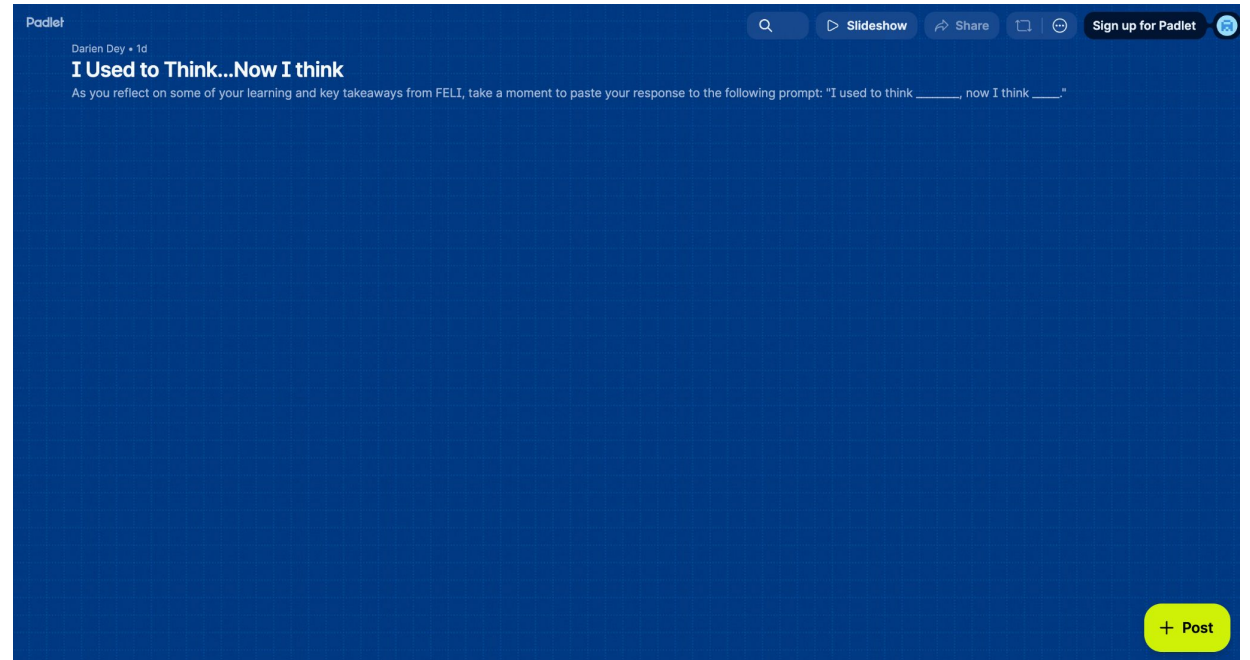
In your deck...

- **Safe-to-Fail Experiments** – Jot them down if you haven't already
- **SY 26-27 Planning** – Discuss and start to capture your plans

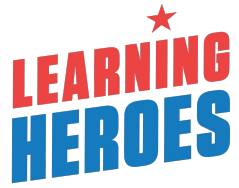
Final Reflections

I used to think...

Now I think...



The screenshot shows a Padlet interface with a dark blue background and a light blue grid. At the top, the Padlet logo is on the left, and search, slideshow, share, and sign-up icons are on the right. The title "I Used to Think...Now I think" is displayed in white, with the author "Darlen Dey • 1d" above it. Below the title is a prompt: "As you reflect on some of your learning and key takeaways from FELI, take a moment to paste your response to the following prompt: 'I used to think _____, now I think ____.'" The main area is a large grid for notes. A yellow "+ Post" button is in the bottom right corner.



The Engagement Advantage

Findings from a Mixed-Methods Study
of Family-School Partnerships

Written by Dr. Eyal Bergman & Dr. Zenzile Riddick



Big change happens through small, clear steps

"What looks like resistance is often a lack of clarity."

— Heath & Heath, *Switch*

Your leadership creates clarity.

Clarity creates action.

Action creates change.

