

Community Engagement Initiative Theory of Action

If state agencies (CDE, SBE, CCEE) and lead agencies (CCEE, Families In Schools, CABE and SBCSS) collaborate to implement the CEI initiative



and if the CEI lead agencies engage district participants in a leading and learning network PLLN that is informed by research and policy and responsive to the racial, cultural, linguistic and experiential assets of the communities...



Implement effective facilitation of a learning network:

- Use deliberate leadership and skilled facilitation within flat power structures
- Focus content of PLLN on ambitious student learning outcomes linked to effective equitable practices, language and cultural assets
- Provide participants mechanisms to observe, try out and refine their CE practice
- Build trusting relationships with other network participants where internal accountability is fostered
- Support dense and frequent knowledge sharing within

Leverage key policies and tools (such as the LCFF and the English Learner Roadmap and other equity focused resources)

Complete deliverables asked by statute

And if participants learn how to facilitate a learning network, build peer-to-peer relationships, and deepen their understanding of community engagement...



Knowledge

- Knowledgeable about community engagement (e.g. Dual capacity, Community Learning Theory, Home, School-Community Connections) and student leadership development frameworks
- Learn about equitable and culturally responsive* CE best practices and knowledge of how to implement those practices

Skills/Practices

- Use a culturally responsive* self-reflection tool to guide continuous improvement in their district teams
- Take risks or innovate at their district and have the flexibility to try out new practices

Mindsets/Attitudes

- See Community Engagement not as a program but a continuous improvement process that speaks to the strengths and needs of a diverse population

Collaborative relationships between participating districts

Then COEs and LEAs across the state will increase their capacity to implement effective, equitable and culturally responsive CE practices...*



County Offices of Education capacity

- Provision of multilingual and multicultural resources and training to support CE
- Structures that support ongoing multiple-way communication between COEs, LEAs and schools
- Creation of networks that enables sharing of practices responsive to racial, multicultural, linguistic, gender, and experiential assets and experiences.

District capacity

- District leadership that prioritizes, supports, funds and appropriately resources CE at the district and school level through the LCAP process
- Mechanism that holds practitioners accountable to implementing culturally responsive* CE inclusive of student, family and educator voices.
- Implementation of practices or programs that build district, school staff and family members' capacity to create authentic partnerships and have difficult conversations regarding community engagement and student achievement.
- Development of strategic partnerships with community-based organizations, colleges and universities and/or public agencies reflective of the rich racial, cultural and linguistic resources in the community.
- Data systems to measure and track effectiveness of CE through culturally responsive* tools and processes.

That will strengthen capacity of families, community members, school, and district staff to have difficult conversations that lead to authentic school community partnerships that influence student success.

School and District outcomes

- Improved culture and climate that values partnerships and students and families' racial and ethnic identities, cultures, languages, and experiences.
- Increased trust between community members, families and school and district staff
- Improved decision-making processes to develop LCAP that values and includes input of community members, families and students
- Changes to policies, practices and programs based on LCAP input

School and district staff outcomes

- Increase knowledge, practices, and mindsets to create authentic partnerships with family and community members

Families and Community Members outcomes

- Increase knowledge, practices, and mindsets related to participation in LCAP decision making
- Increase knowledge, practices, and mindsets to create authentic partnerships with school and district staff

Student outcomes

- Increased student engagement, connection, confidence, feelings of value
- Increase knowledge and practices related to participation in LCAP decision making
- Improved success in school academically, socially and emotionally.

* By culturally responsive CE practices we mean practices that are reflective of the racial, cultural, and linguistic identities of families and communities.