



MCSD Family Engagement Guide

Companion to the California Department of
Education's Family Engagement Framework

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Introduction

As our society becomes more diverse, only those programs willing to be flexible, sensitive, and supportive to the parents, children, and families they serve will be effective and worthwhile.

Patterns of change in family structure indicate that the current needs of families are indeed diverse, requiring heightened sensitivity to the increasing demands of home life.

The principal or school administrator and staff play pivotal roles in making family engagement a priority.

Long-term family-to-school partnerships are achieved with strong administrative leadership. Genuine change requires systemic solutions and coordinated efforts with consistent leadership and stakeholder support.

All stakeholders work together as a team to develop a plan for student achievement. Family engagement is a mutual program goal. Research shows this approach leads to substantial progress.



Parent Involvement Policy

The Governing Board recognizes that parents/guardians are their children's first and most influential teachers and that sustained parent involvement in the education of their children contributes greatly to student achievement and a positive school environment. The superintendent or designee shall work with staff and parents/guardians to develop meaningful opportunities at all grade levels for parents/guardians to be involved in district and school activities; advisory, decision-making, and advocacy roles; and activities to support learning at home.

You can view the complete Parent Involvement Board Policy 6020(a) clicking [HERE](#)

What is Parent Involvement?

Parent involvement is communicating and engaging with your child, your child's teacher, or your child's school to support their learning and success. Parents, family members, and other caregivers can be involved in a student's education in many ways.

Ways to Stay Involved

- Make sure your student is rested & prepared for school
- Talk with your student about the importance of learning
- Talk with your student about college & careers
- Communicate with teachers & other school staff
- Help with learning activities in the classroom
- Attend parent-teacher conferences
- Attend parent education & information events
- Attend advisory committee meetings
- Link the district with other community organizations you know
- Make sure your student gets to school on time and has regular attendance
- Talk with your student about homework & offer to help them understand & learn
- Fill out & submit surveys to share your ideas about supporting your student's learning and growth
- Read notes, announcements, newsletters, etc. from the school
- Attend parent orientation and/or Back to School Night
- Talk to the teacher & principal about your student & any concerns
- Help your student organize homework
- Serve on an advisory committee to provide input on important decisions & spending

Types of Family Involvement

Education

Education in the context of family engagement focuses on the home-school partnership where families are recognized as their child's first and most influential teachers. It involves schools providing families with the data and tools they need to support learning at home, while families share their unique knowledge about their child's strengths to help teachers tailor instruction.

Participation

Participation goes beyond just attending school events; it is a shared responsibility where families and schools work together as equal partners. This includes active involvement in two-way communication, volunteering in ways that match family strengths, and joining school activities that are intentionally designed to be inclusive and welcoming for all backgrounds.

Advocacy

Advocacy empowers families to act as leaders and decision-makers who speak up for the needs of their own children and the broader student community. By participating in school site councils, advisory committees, and leadership training, families ensure their voices are heard in shaping the policies and programs that impact student success and school improvement.

Education

Goal:

Assure a collaborative partnership which will benefit students and all stakeholders. The Board, administration, and staff are committed to providing high quality family engagement activities designed to support their children's academic efforts and social development.

- Skills to support their children's academic efforts and social Development.
- Techniques and strategies to improve their children's academic success.

Practice & Examples:

MCSD Parent Education Workshop Titles

- | | |
|----------------------------------|----------------------------|
| - Listening to Your Child Read | - Ages and Stages |
| - Oral Language Development | - Discipline and Guidance |
| - Improving Homework Skills | - Mysteries of Adolescence |
| - Foundational Family Math | - Single Parenting |
| - Foundational Family Science | - Parent Attitude |
| - Note-Taking Skills | - The Home Environment |
| - Preparing for Tests | - Study Skills |
| - Memory and Thinking Skills | - Reading Skills |
| - Homework & Learning Expeditors | |

District-based Requirements & General Meetings

Local Control Accountability Plan (LCAP) Parent Advisory Committee

LCAP Community Forum

MCSD Board of Education

English Learner Advisory Council

Outside Support Services & Resources

School Attendance Review Board (SARB)

Participation

Goal:

Encourage families to participate actively and to communicate their concerns. Establish partnership opportunities for families and the schools to benefit student learning.

Practice & Examples:

School Volunteering

Family members are encouraged to volunteer their time and resources. The school should be contacted to determine the needs and conditions of service.

In order for families to feel appreciated and welcome, volunteer work should be meaningful and valued. Capitalizing on the expertise and skills of parents and family members (e.g., particular trades, cross-cultural knowledge, talents within the arts, and bilingual proficiencies) provides much needed support to educators and administrators.

Communication

Communication is the foundation of a solid partnership. When families and educators communicate effectively, positive relationships develop, concerns are more easily resolved, and students make greater progress. To ensure student success, communication between home and school should be regular, two-way (home-to-school & school-to-home), and meaningful.

Partnering, such as parent-teacher conferences, requires give-and-take conversation, goal setting for the future, and regular follow-up interactions.

Participation, continued

School-Related Conferences

Parents have the right to request a conference with their child's teacher. Parents should contact the school to schedule a date and time convenient to all participants (i.e., parents, interpreter, babysitting, school staff, etc.) Schools should do everything in their power to facilitate this process and make parents feel comfortable in exercising this right.

Note: Parent/Teacher Conferences in Mexico and Southeast Asia are more commonly conducted based on parent request.

School Activities

Families should contact their home school to learn about other participation activities (such as assemblies and celebrations).



Advocacy

Goal:

Ensure that families are involved in the decision-making process and enable families to participate as partners in evaluating and improving programs and policies.

Practice & Examples:

Studies show that schools where families are involved in decision making and advocacy have higher levels of student achievement. Interdependent partnerships foster respect and ensure positive outcome for students.

Parents and educators depend on shared responsibility in decision- making. The involvement of parents, as individuals or as representative of others, is crucial in collaborative decision-making processes on a variety of topics.

School/Parent Committees

ELAC (English Learner Advisory Committee)

SSC (School Site Council)

PTC (Parent Teacher Committee) LCAP

Other sub-committee

District Committees

DELAC** (District English Learner Advisory Committee)

DAC (District Advisory Committee)

LCAP PAC (Parent Advisory Committee)

SARB (School Attendance Review Board)

Other task forces or sub-committees



Advocacy Guidelines

- Provide understandable, accessible, and well-publicized processes for influencing decisions as well as raising and resolving concerns.
- Include families on decision-making and advisory committees*, and ensure adequate training. Where site governance bodies exist, give adequate representation.
- Provide families with current information regarding school policies, practices, and both student and school performance data.
- Include families to participate as partners when setting school goals, developing or evaluating programs and policies, or responding to performance data.
- Treat parental concerns with respect and demonstrate genuine interest in developing solutions.
- Provide training for staff and families on collaborative partnering and shared decision making.
- Provide effective interpretation/translation services as needed.
- Create a safe environment where families can:
 - Attend open meetings on school and program goals and progress
 - Receive clear program goals and objectives
 - Ask questions without fear of intimidation
 - Understand confusing terminology and jargon
 - Monitor the steps taken to reach program goals
 - Assist their children in understanding program expectations and changes
- Advocacy efforts should focus on student needs. Concerns should be addressed in a collaborative fashion keeping student success a priority.

MCSD Family Services

The Merced City School District provides accessible opportunities to support all parents and families. Training, resources, and other services are available through the school and family services staff.

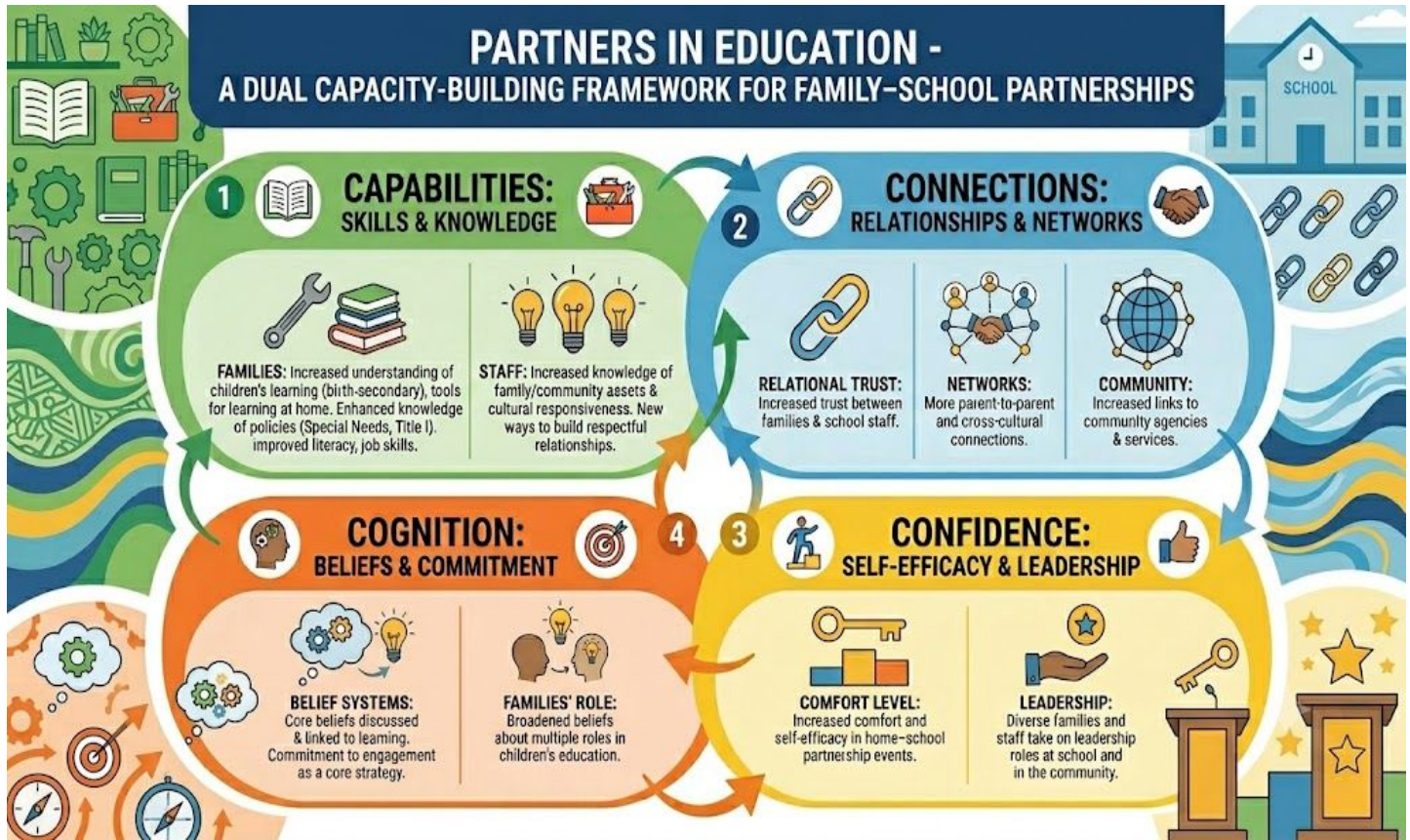
The district's Community Outreach Specialists are bilingual and bi-cultural in Spanish, Hmong, and Mien. Liaisons representing the unique communities at each school are also available at several sites.

Services provided include:

- Interpretation/translation
- Parent education workshops and programs
- Technical assistance and support in accessing resources from schools and community agencies
- Summer Family Institute



Keys to Successful Family-to-School Partnerships



The Dual Capacity-Building Framework was developed to serve as a guide designed to transform family-school relationships into effective partnerships focused on boosting student achievement and school improvement. To make these partnerships successful, the framework helps build your Capabilities by providing you with the essential skills and knowledge needed to actively support your child's learning. It strengthens your Connections by fostering deep relational trust between you and school staff while expanding your peer networks with other families in the community.

It shifts everyone's Cognition by reshaping mindsets, values, and beliefs so that parents and educators view each other as equal partners with a shared responsibility for student success. Finally, it grows your Confidence, giving you the self-efficacy to successfully navigate multiple roles as your child's supporter, encourager, monitor, and advocate.

Retrieved from: <https://www.ed.gov/sites/ed/files/documents/family-community/partners-education.pdf>

Research-based Family Involvement Activities

Parent Involvement Activity Area	Specific Parent Involvement Strategies Found to Be Associated with Student Achievement	Articles Presenting Evidence
Learning at home	Interactive homework	Bailey, 2006; Sheldon & Epstein, 2005
	Reinforcement of learning or instructional strategies in the home	Bradshaw, 2009; Cox, 2005; Fan, 2010; Hill, 2009; Ingram, 2007; Sheldon & Epstein, 2005; Xu, 2006
	Reading at home	Fantuzzo, 2004; Senechal, 2002
	Providing space at home for educational activities	Cancio, 2004; Fantuzzo, 2004; Ingram, 2007
	Talking about school	Fan, 2010; Fantuzzo, 2004; Gutman, 2000; Hill, 2009; Hong, 2005; Ingram, 2007; Jaynes, 2007, 2005a, 2005b
	Homework help	Gutman, 2000; Ingram, 2007
	Explicit, research-based homework policies	Redding, 2004
School/home communication	Parents visit school or attend school event	Dearing, 2006; Jaynes, 2005b; Lee, 2006; Redding, 2004; Xu, 2006
	One-way, school-to-home communication	Bradshaw, 2009; Cox, 2005; Fan, 2010; Sirvani, 2007; Xu, 2006
	Two-way communication exchange	Cox, 2005; Crosnoe, 2009; Fan, 2010; Gutman, 2000
	Parent-teacher meetings	Gutman, 2000; McBride, 2005; Redding, 2004
	Home visits by teachers	Redding, 2004; Xu, 2006
	Family resource library	Redding, 2004
Building on parent strengths	Parent training to support learning at home	Bailey, 2006; Bradshaw, 2009; Cancio, 2004; Ingram, 2007
	Supportive and helpful parenting approach	Jaynes, 2007, 2005a
	Parent education on reading and study habits	Redding, 2004
Volunteering	General volunteering in the classroom or on field trips	Fan, 2010; Dearing, 2006; Lee, 2006; McBride, 2005
	Parents as advisers or aides in the classroom	Kyriakides, 2005
Decision making	Parent participation in parent-teacher organizations	Dearing, 2006
	Parent involvement in school committees	Gordon, 2009
	Parent involvement in developing policies and compacts	Redding, 2004
Miscellaneous	Teacher training to involve parents	Bailey, 2006; Bradshaw, 2009
	High parent expectation for student achievement	Fan, 2010; Hong, 2005; Jaynes, 2007, 2005a; Lee, 2006; Levpuscek, 2009; Yan, 2005
	Explicit parent partnership policy	Kyriakides, 2005
	Father involvement	McBride, 2005
	Use of a specific program (Solid Foundations)	Redding, 2004
	District, school, teacher perception, or support of parent involvement	Gordon, 2009; Xu, 2006
	Supportive parent-child relationship	Yan, 2005

References

Family Engagement Framework, California Department of Education:
www.cde.ca.gov/ls/pf/pf/documents/famengageframeenglish.pdf

Family Engagement Toolkit, California Department of Education:
www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf

Every Student Succeeds Act, U.S. Department of Education:
www.ed.gov/ess

National Standards for Parent/Family Involvement Programs

Parents' Rights, Chapter 864, Statutes of 1998 Education Code Sections 51100-51102, California Department of Education

ERIC Clearinghouse on Urban Education; Helping Young Urban Parents Educate Themselves and Their Children

Federal Legal Mandates: Improving America's Schools Act of 1994, Section 1118

State Legal Mandates: California State Board of Education Policy on Parent Involvement



Contact Information

Preschool Program
209-385-6619

Burbank Elementary
209-385-6674

Chenoweth Elementary
209-385-6620

Franklin Elementary
209-385-6623

Fremont Elementary
209-385-6627

Givens Elementary
209-385-6610

Gracey Elementary
209-385-6710

Muir Elementary
209-385-6667

Peterson Elementary
209-385-6700

Reyes Elementary
209-385-6761

Rivera Elementary
209-724-2550

Sheehy Elementary
209-385-6676

Stefani Elementary
209-724-2501

Stowell Elementary
209-381-2803

Wright Elementary
209-385-6615

Cruickshank Middle
209-385-6330

Hoover Middle
209-385-6631

Rivera Middle
209-385-6680

Tenaya Middle
209-385-6687



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