

# What we needed-

- Parents and lots of partners
- Lots of programs
- Belief we could do it
  - It was necessary
  - It would work
  - It was sustainable

*Safe  
Schools/Healthy  
Students  
Grant*

**Project Director:  
Dianne Eash  
Lamont School  
District  
Lamont, CA**

[deash@aol.com](mailto:deash@aol.com)

661-845-5170

# What we did-

- Year 1 (yr 2) Implementing
- Year 2 (yr 3) Co-implementing
- Year 3 (yr 4) Sustaining

*Safe  
Schools/Healthy  
Students  
Grant*

Project Director:  
Dianne Eash  
Lamont School  
District  
Lamont, CA

**4 School  
Sites**

**K-8  
District**

**Family  
Resource  
Center**

**Migrant**

**After-School  
Program**

**Safe  
Schools/Healthy  
Students  
Grant**

**Project Director:  
Dianne Eash  
Lamont School  
District  
Lamont, CA**

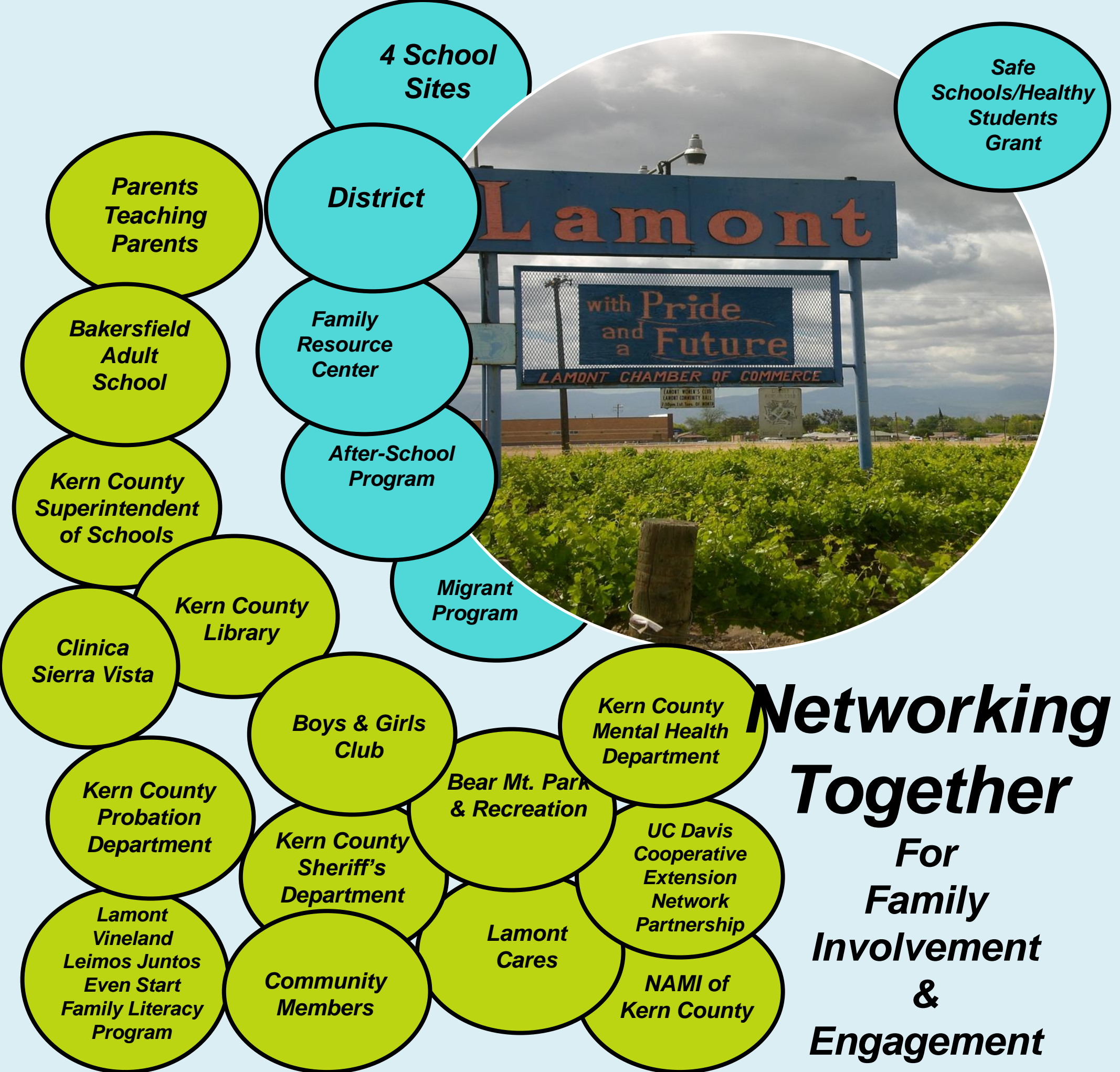
**[deash@aol.com](mailto:deash@aol.com)  
661-845-5170**

# **Building Foundations**

***Working  
Together  
For Family  
Involvement  
&  
Engagement***





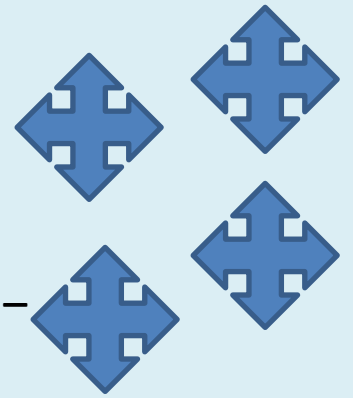




# RELATIONSHIPS!



It's all about relationships –  
**WELL BRAIDED!**



School District & Site Administrations together with  
All School Site Staff together with Grant Coordinators  
together with Outside Agencies together with Families

District Administration  
Library Media Personnel  
Nutritionist  
Mental Health Counselors  
Probation Officers  
Sheriff's Deputies  
Even Start Program

School Site Principals  
Parent Coordinator  
Migrant Program  
Family Resource Center Programs  
Counselors  
Bakersfield Adult School

Linkages, Relationships, Linkages, Relationships, Linkages, Relationships, Linkages, Relationships,  
Linkages, Relationships, Linkages, Relationships, Linkages, Relationships, Linkages, Relationships, Linkages

# **KNOW YOUR CULTURE**

**CULTURE DIFFERENCES  
IN OUR  
COMMUNITY**

# Lunch

A woman stopped at a fast food restaurant for lunch. After looking at the menu she order a taco.



The young man working at the fast food restaurant took the woman's order and brought her a taco.



The woman looked at the taco and said, "That's not what I ordered."

The young man said, "Lady, you ordered a taco. This is a taco."



The woman argued, "No, what I want is wrapped in a tortilla."



The young man said "Lady, where I come from that is a burrito."



The woman replied, "Where I come from a burrito is a donkey!"





# LAMONT, CALIFORNIA

## An Overview

RURAL FARMING  
COMMUNITY

Population  
Approximately  
20,000

**20%**

Transient  
Rate

**42%**

Unemployment  
*(March, 2010)*

“Working  
Poor”

Vineyards  
& Packing  
Sheds

**97%**

Free &  
Reduced  
Lunch

**82%**

Limited  
English  
Proficient

**89%**

Hispanic

**64%**

Spanish  
Speaking  
Only

**3 Gangs**

**341 Total  
Members**

# Back to School Night

## *SENARIO*

### The Roberts Family

#### Attire

- Jeans
- Polo Shirt
- Tennis Shoes

#### Interaction

- Engaged Conversation between child and parents
- Looked at Child's Work Folder

#### Attention

- Did Not Look at Teacher

### The Gonzalez Family

#### Attire

- Skirt
  - Blouse
  - Sandals
- Work Pants  
Work Shirt  
Work Boots

#### Interaction

- Looked Around Room
- NO CONVERSATION and NO COMMENTS

#### Attention

- Smiled at Teacher and Waited

# Back to School Night

## *SENARIO*



### Teacher

- Reviewed Goals and Objectives in English and Spanish
- Waited at Door as Families Left



### The Roberts Family

- Began Asking Questions
- Asked for a Parent Conference
- Shook Teachers Hand
- Said “Good Night.”



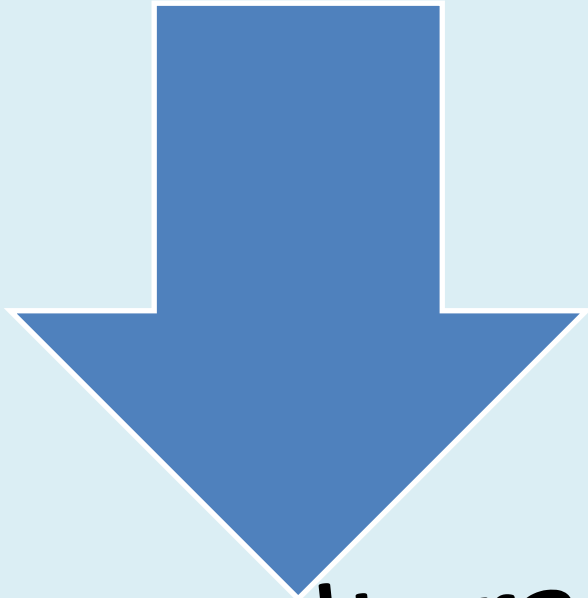
### The Gonzalez Family

- Looked and Smiled
- Looked and Smiled
- Said “Thank you. Good Night.”



# Back to School Night

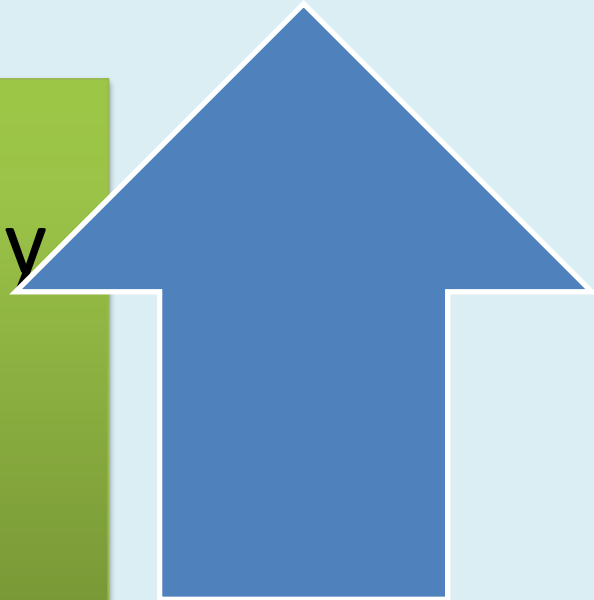
## *CONCLUSION*



For the Gonzalez Family;  
the teacher sets  
the expectations

Cultural Differences

The Roberts Family;  
the teacher and family  
work together on  
expectations for the  
students



# CST DEMOGRAPHICS

1490 Total Students

## Avg. Performance Levels

ELA = 2.95

Math = 3.39

To calculate Average Performance Level, each level is assigned a value, from 1 for Far Below through 5 for Advanced.

## Performance Levels

ELA - 33%  
Math – 48%  
**Proficient  
& Advanced**

ELA - 33%  
Math – 25%  
**Basic**

ELA - 34%  
Math – 27%  
**Far Below &  
Below Basic**

# Parent Services Model

## Parent University

### I. PARENTING CLASSES

1. Fred Jones for Parents: Behavior Class.
2. How to Help My Child with Reading and Homework
3. On the Way to University
4. Latino Family Literacy Project for Migrant Families 0 to 5
5. Parenting for Academic Success (PAS)
6. Parent Graduation
7. Parents as Teachers

### II. ADULT EDUCATION

1. Wellness
2. ESL Computer Class
3. ESL Class home-based (Sede de Saber)
4. Career/Vocational for Parents

## School/Home Connection

### I. SCHOOL INVOLVEMENT

1. Parent Teacher Conferences
2. Literary Lunch Club
3. Parent Involvement Card Celebration
4. Web Resources to Help Your Children Learn K-8
5. Special Education
6. Internet Safety Awareness

### II. ACADEMIC PARENT MEETINGS

1. Reading/ Language Arts.
2. Mathematics
3. California Standards Testing CST's 2<sup>nd</sup>-8<sup>th</sup>
4. End of the Year Testing Kindergarten and First

## Keeping Our School Safe

### I. PARENT TASK FORCE: SAFE SCHOOL COMMITTEES

1. Parent Involvement Vision Statement.
2. Safe School Planning
3. Emergency Response Parent Meeting
4. Discipline: Suspension and Expulsions Parent Meetings

### II. SAFE AND HEALTHY CLIMATE

1. Rolling Books
3. Exercise the Right to Read

## Parent Advisory Committees

### I. PARENT ADVISORY COMMITTEES

1. School Site Council (SSC)
2. English Language Advisory Committee (ELAC)
3. District English Language Advisory committee (DELAC)



# PARENT TASK FORCE

**The primary vision of the  
Lamont School District Parents  
is the  
academic & social success  
of our children.**



● Parent  
Involvement  
● Respect Towards  
All

● Dressed for  
Success

**OPEN COMMUNICATION**

# The Vision – La Visión

The primary vision of the Lamont School District parents is the academic and social success of our children.

- **Sending them to school dressed for success, teaching them respect towards: parents, students, teachers, and all personnel in general.**
- Participating in the six magnificent ways of parental involvement: **Parenting, Communication, Volunteering, Learning at Home, Decision Making, and Collaborating with the Community.** Following these six easy steps will help us to better ourselves educating us to provide with a safe tomorrow for our children.
- **Encouraging parent involvement to all school activities and functions through an open communication between the district, the school, and the parents with one goal as a family.**

La visión principal de los padres del Distrito de Lamont, es el éxito académico y social de los hijos:

- **Mandandolos vestidos para el éxito inculcandoles respeto a los demás: padres, estudiantes, maestros, y todo el personal en general.**
- Participando en las seis magníficas ideas para hacer válidas nuestras palabras: **Crianza, Comunicación, Voluntarios, Aprendizaje en el Hogar, Tomar Decisiones, y Colaborar con la Comunidad.** Siguiendo estos seis pasos sencillos nos ayudara a educarnos y mejorarnos para crear un mañana seguro para nuestros hijos.
- **Fomentando el involucramiento de todos los padres en actividades y funciones escolares, por medio de la comunicación como una comunidad en familia: el distrito, la escuela, y los padres.**

# Parent Advisory Committees

## Comités Consejeros de Padres



*It doesn't much  
matter what we do,  
if we don't know  
where we're going"*

*Cheshire Cat, Alice in Wonderland*

- School Site Council
- English Language Advisory Committee
- District English Language Advisory Committee
- Parent Task Force
- Mesa Directiva de la Escuela
- Comité Consejero de Estudiantes Aprendices de Inglés
- Comité Consejero de Estudiantes Aprendices de Inglés del Distrito
- Fuerza de Padres



## First Flyer



## Second Flyer



## Automatic Phone Call



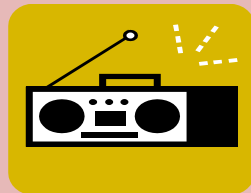
## Around the School



## Around the Community



## Radio



## Television



## Mini Flyer at 3 Local Markets



## Lamont School District Newspaper



# 9 Ways of Communication SCHOOL to HOME

# Grade Level Parent Meetings Juntas Académicas a Nivel de Grado



This is what  
your child is  
learning.....

English  
Language  
Arts &  
Math

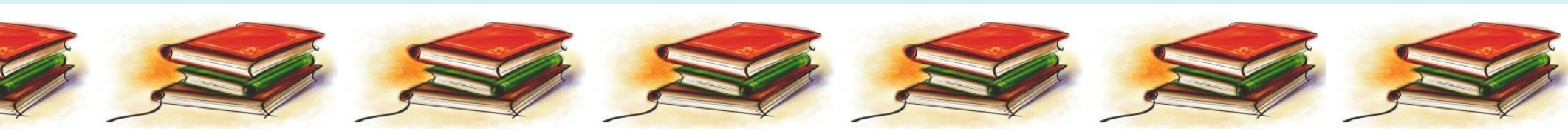


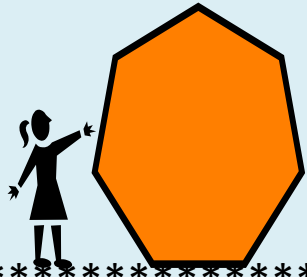
# Reading/Language Arts

## Lectura y Artes del Lenguaje

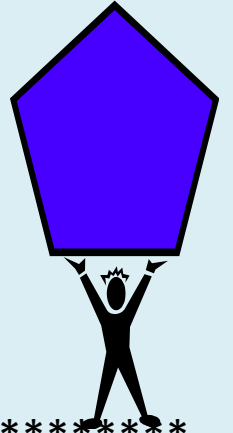
\*\*\*\*\*

- Put Reading First Parent Guide: California Department of Education K-3
- Vocabulary Development Research 4-8
- Reading Language Arts California State Standards by grade level
- Parent/Student packet with grade level standards-based activities
- Writing Book: by grade level
- La Lectura es lo Primero Guía Para Padres: Departamento de Educación del Estado de California K-3
- Desarrollo del Vocabulario 4-8
- Estándares de Artes del Lenguaje del Estado de California por nivel de grado
- Paquete de trabajo de Padre/Estudiante a nivel de grado
- Libro de Escritura por nivel de grado





# Mathematics



- “Helping Your Child Learn Mathematics” No Child Left Behind. U.S. Department of Education
- Grade Level Mathematics California State Standards
- “Learning at Home” Number Sense: 1.1,1.2,1.3,2.1 materials to support mathematics at home



- “Cómo Ayudar a su hijo a aprender la matemática” Propuesta Ningún Niño se quedará atrás. Departamento de Educación de los Estados Unidos
- Estándares de Matemáticas a nivel de grado
- “Aprendiendo en Casa” Materiales que para apoyar las matemáticas en casa. que cubren los estándares Sentido Numérico 1.1,1.2,1.3,2.1.



# California Standardized Testing

## Exámenes Estandarizados del Estado de California

\*\*\*\*\*

- What is the STAR Program?
  - What are the CSTs?
  - What is the API?
  - What is the AYP?
  - What is the school's target?
  - Ways to support children at home during CST testing weeks.
- ¿Qué es el Programa STAR?
  - ¿Qué son los CSTs?
  - ¿Qué quiere decir API?
  - ¿Qué quiere decir AYP?
  - ¿Cuál es la meta de la escuela?
  - ¿Maneras de ayudar a sus hijos en casa durante los CSTs.



# Title I / Back to School Night

## Titulo I y Regreso a la Escuela

### Title I Meeting

- What is Title I?
- What schools get Title I money?
- How do schools use Title I money?

### Back to School Night

- Class Expectations
- Classroom Rules
- Homework Procedure

### Titulo I

- Que es el Titulo I?
- Que escuelas reciben fondos del Titulo I?
- Como se usa esos fondos en la escuela?

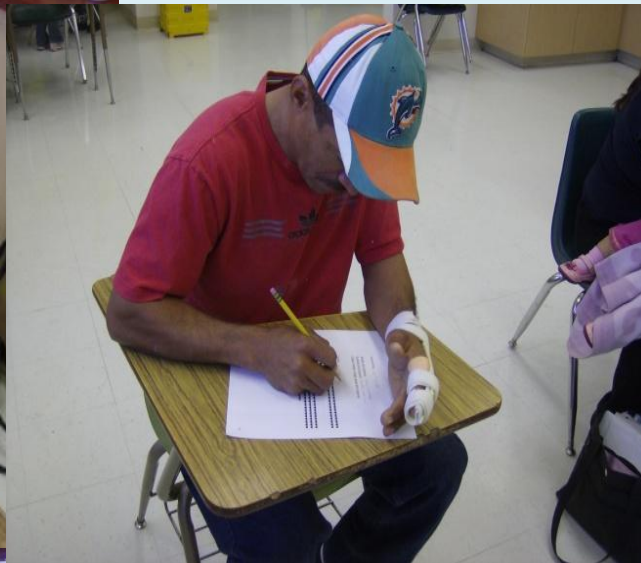
### Regreso a la Escuela

- Expectativas de la clase
- Reglas de la clase
- Procedimientos de Tarea

# PARENTING CLASSES

Fred Jones for  
Parents

Latino  
Family  
Literacy



Parenting for Academic Success

In conjunction with Bakersfield Adult School



# **ESL Opportunity #1**

**Voice  
Record &  
Play Back**

**Portable**

**Self-Paced**

**Interactive**

Available for  
3-4 month check-out or  
to use in the  
Parent Education Center.



SED DE  
**saber**™



# ESL

## Opportunity #2

# Staff Teaching

# Parents

\*\*\*\*\*

# Who Now Teach Parents

**English Assistance**



**ESL Nutrition Class**



**Behavior & Academics**



# ESL

## Opportunity #3



**2 Hours of ESL  
Every Other Friday  
for 2 Years!**

**One hour of computer  
then  
One hour of nutrition  
(or vice versa)**

**Collaboration between Library Media Coordinator, Nutritionist, Bakersfield Adult School, Lamont Even Start Program, California Nutrition Network, and Bakersfield Boys & Girls Club**

***Will be sustained by Bakersfield Adult School, Lamont Even Start Program, and Bakersfield Boys & Girls Club***



# ESL COMPUTER CLASSES

In conjunction with Bakersfield Adult School

## Level 1: Basics Series

This is a computer.

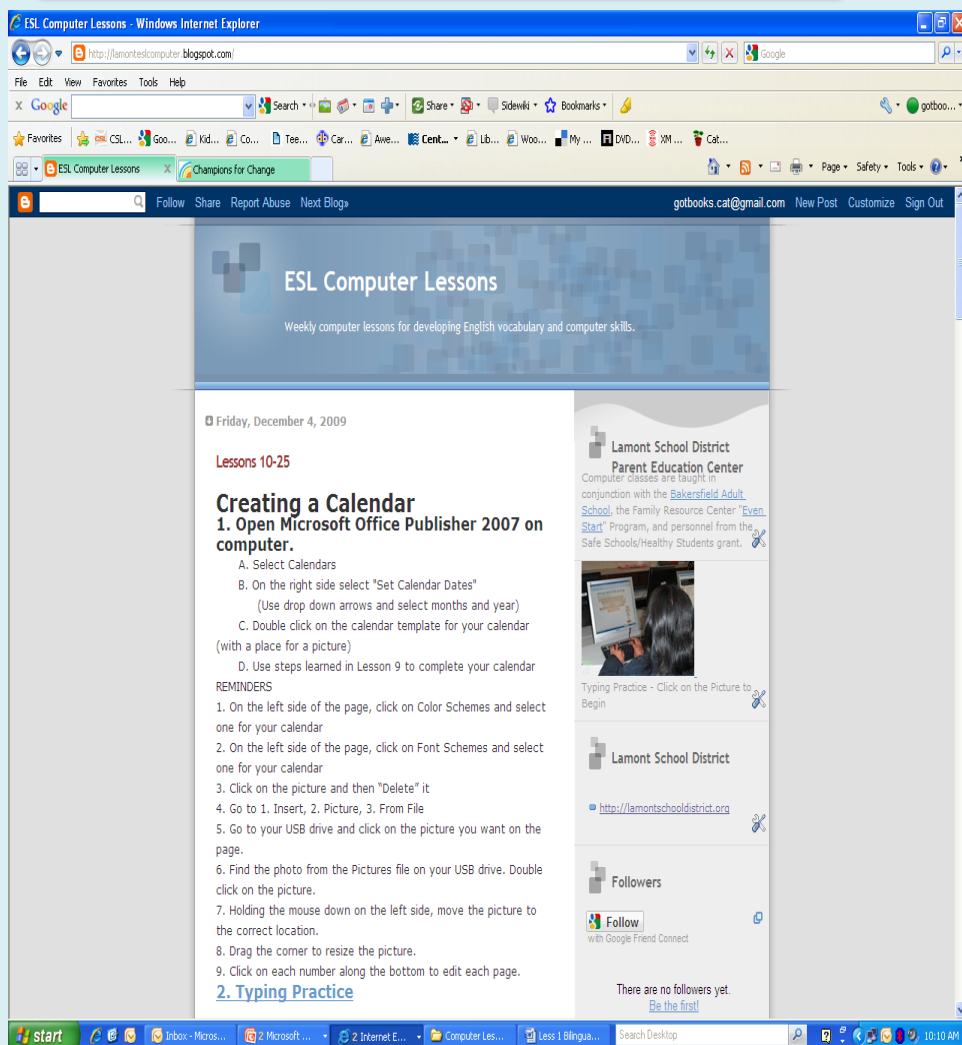
Esta es una computadora.

It has many parts.

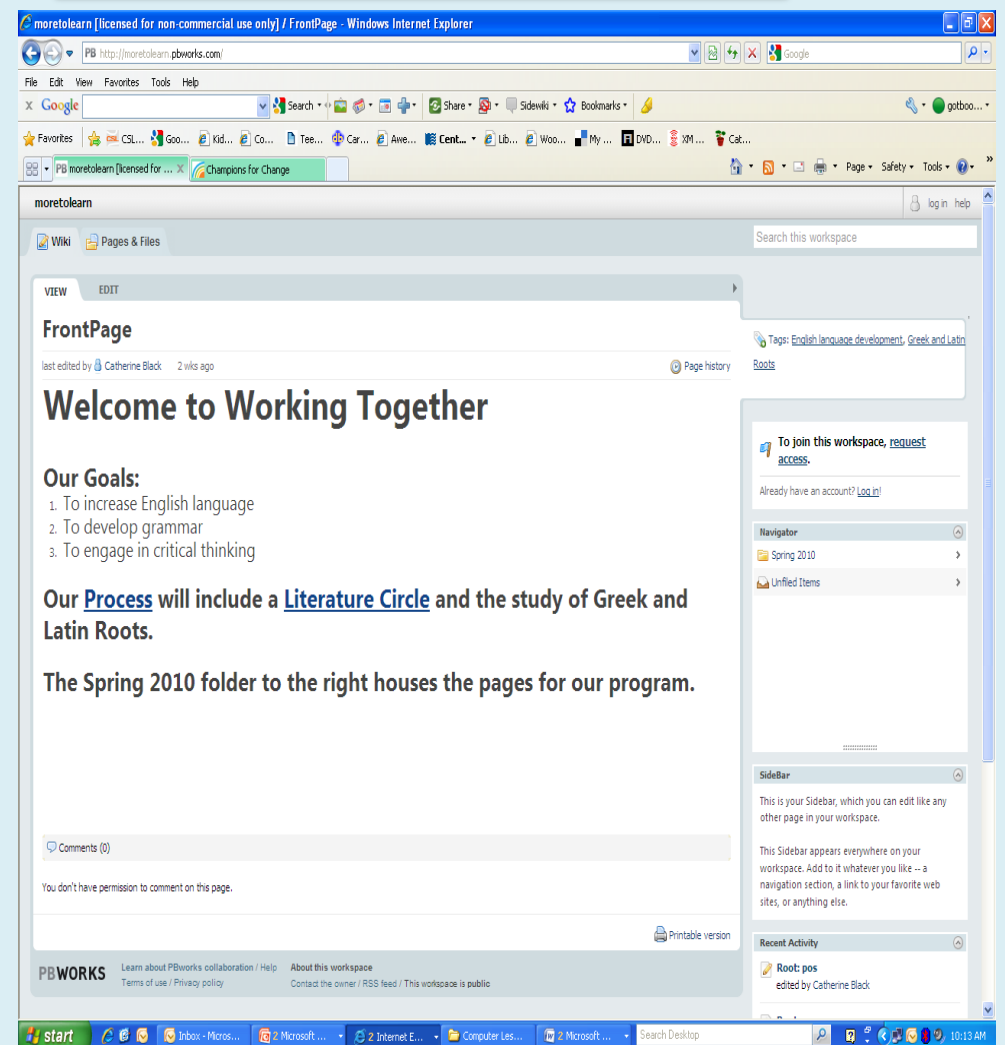
Tiene muchas partes.



## Level 2: Use of Programs



## Level 3: Using Web 2.0 Strategies





# Nutrition Education for Parents

## Champions for Change Network for a Healthy California



1.5 inch  
diameter



55 calories

3.5 inch  
diameter



275 calories

220 Calorie Difference!

Mix up your choices  
within each food group.



**Focus on fruits.** Eat a variety of fruits—whether fresh, frozen, canned, or dried—rather than fruit juice for most of your fruit choices. For a 2,000-calorie diet, you will need 2 cups of fruit each day (for example, 1 small banana, 1 large orange, and ¼ cup of dried apricots or peaches).



**Vary your veggies.** Eat more dark green veggies, such as broccoli, kale, and other dark leafy greens; orange veggies, such as carrots, sweetpotatoes, pumpkin, and winter squash; and beans and peas, such as pinto beans, kidney beans, black beans, garbanzo beans, split peas, and lentils.



**Get your calcium-rich foods.** Get 3 cups of low-fat or fat-free milk—or an equivalent amount of low-fat yogurt and/or low-fat cheese (1½ ounces of cheese equals 1 cup of milk)—every day. For kids aged 2 to 8, it's 2 cups of milk. If you don't or can't consume milk, choose lactose-free milk products and/or calcium-fortified foods and beverages.



**Make half your grains whole.** Eat at least 3 ounces of whole-grain cereals, breads, crackers, rice, or pasta every day. One ounce is about 1 slice of bread, 1 cup of breakfast cereal, or ½ cup of cooked rice or pasta. Look to see that grains such as wheat, rice, oats, or corn are referred to as "whole" in the list of ingredients.



**Go lean with protein.** Choose lean meats and poultry. Bake it, broil it, or grill it. And vary your protein choices—with more fish, beans, peas, nuts, and seeds.

**Know the limits on fats, salt, and sugars.** Read the Nutrition Facts label on foods. Look for foods low in saturated fats and *trans* fats. Choose and prepare foods and beverages with little salt (sodium) and/or added sugars (caloric sweeteners).

## Community outreach events

Health Fairs,  
Harvest Festival,  
Parent and Youth Night  
Day to Explore the Arts and Sciences,  
Kindergarten registrations  
- Social Marketing (newsletters)



# Herb & Vegetable Garden



Ready to Eat!

**"I WANT TO LEARN MORE....."**

# QUOTES

**On Parenting Education**  
**On Nutrition Education**  
**On Computer Education**

**"I explain appropriate behavior to my children."**

**"I am not afraid of the computer any more!"**

**"I make a list before I go to the grocery store."**

**"In Mexico, we don't know what is a healthy food."**

**My kids ask, "Is it healthy, mommy?"**

**"The recipe books give me more ideas."**

**"We call fruit, healthy candies."**

**"We use only Canola or Olive Oil now."**

**"I mix ½ juice with ½ water so my children get less sugar."**

**"Less salt, MORE SPICES!"**

**"I changed from white to wheat bread!"**

**On making a 2010 calendar in computer class.**

**"It has helped my family plan."**

**"I take every class I can!"**

**"I can make cards on the computer."**



# Parent Graduations

## Graduación de Clases



**We  
Did  
It!**





# "One Liners"

- Social Skills
- Physical Education Challenges
- Nutrition
- Reminder
- Idioms

In conjunction with  
PEP Grant, Nutrition program, Probation,  
Counseling, Language Arts program, and  
Parents

## 4<sup>th</sup>- 8<sup>th</sup> HEALTHY CHALLENGES

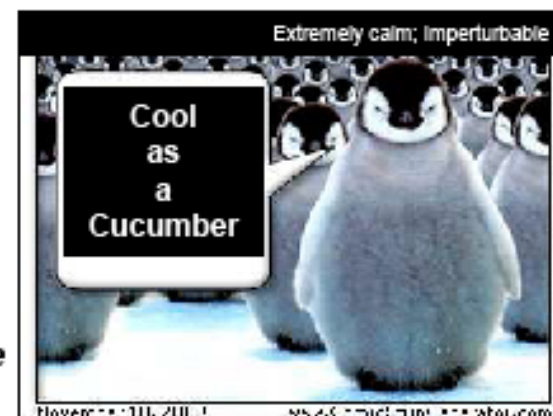
(Choose at least 1)

\_\_\_ 1. 4 sets of 30 second planks daily.

(4 sets x 30 seconds = 2 minutes) 

\_\_\_ 2. Eat 3 portions of dairy products daily.  
(milk, cheese, or yogurt)

\_\_\_ 3. Shake hands when you greet someone  
daily.



\_\_\_\_\_(\_\_\_\_\_) **completed the challenge.**  
(PRINT Student's Name) (Grade)

\_\_\_\_\_(Adult Signature) \_\_\_\_\_(Date)

Get the signature and turn this form in to the school office by 2:30 Friday. Prizes will be given!!!🎉!!!

## 4<sup>th</sup>- 8<sup>th</sup> DESAFÍOS SALUDABLES

(Elija por lo menos 1)

\_\_\_ 1. 4 conjuntos de 30 segundos  
de tablonas diariamente.

(4 conjuntos x 30 segundos = 2 minutos) 

\_\_\_ 2. Coma 3 porciones de productos lácteos  
a diario. (leche, queso, o yogurt)

\_\_\_ 3. Salude de mano cuando salude a  
alguien a diario.



\_\_\_\_\_(\_\_\_\_\_) **completó el desafío.**  
(ESCRIBA el nombre del estudiante) (Grado)

\_\_\_\_\_(Firma del Adulto) \_\_\_\_\_(Fecha)

Obtenga la firma y entregue este formulario a la oficina de la escuela para las 2:30 el viernes. ¡¡¡Se darán premios !!!🎉

# Cene Con Sus Hijos (Family Dinners)



## **PRESENTATIONS TOPICS**

Violence

Drug Abuse/Awareness

Bullies

Safety (home and school)





# ROLLING READERS

## READ A BOOK



## BUT PLEASE PUT IT BACK

# Books on Buses

Modeled after the successful Bakersfield GET Bus Program

*Replacement  
paperback books donated by  
Bendele Books*

# “Read Across America” in conjunction with AmeriCorps, Parents, & Students



## 1 MINUTE/1 MINUTO

1 <sup>ST</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade	6 <sup>th</sup> Grade
55	90	110	120	135 Hasbrouck & Tindal, 2005	147+

What  
is your  
goal?



**Reading Fluency Expectations**  
**La Fluidez de la Lectura Expectativas**

**Social & Academic COUNSELORS**  
**working with PROBATION**



Cene Con  
Su Hijos



Academic  
Dinners

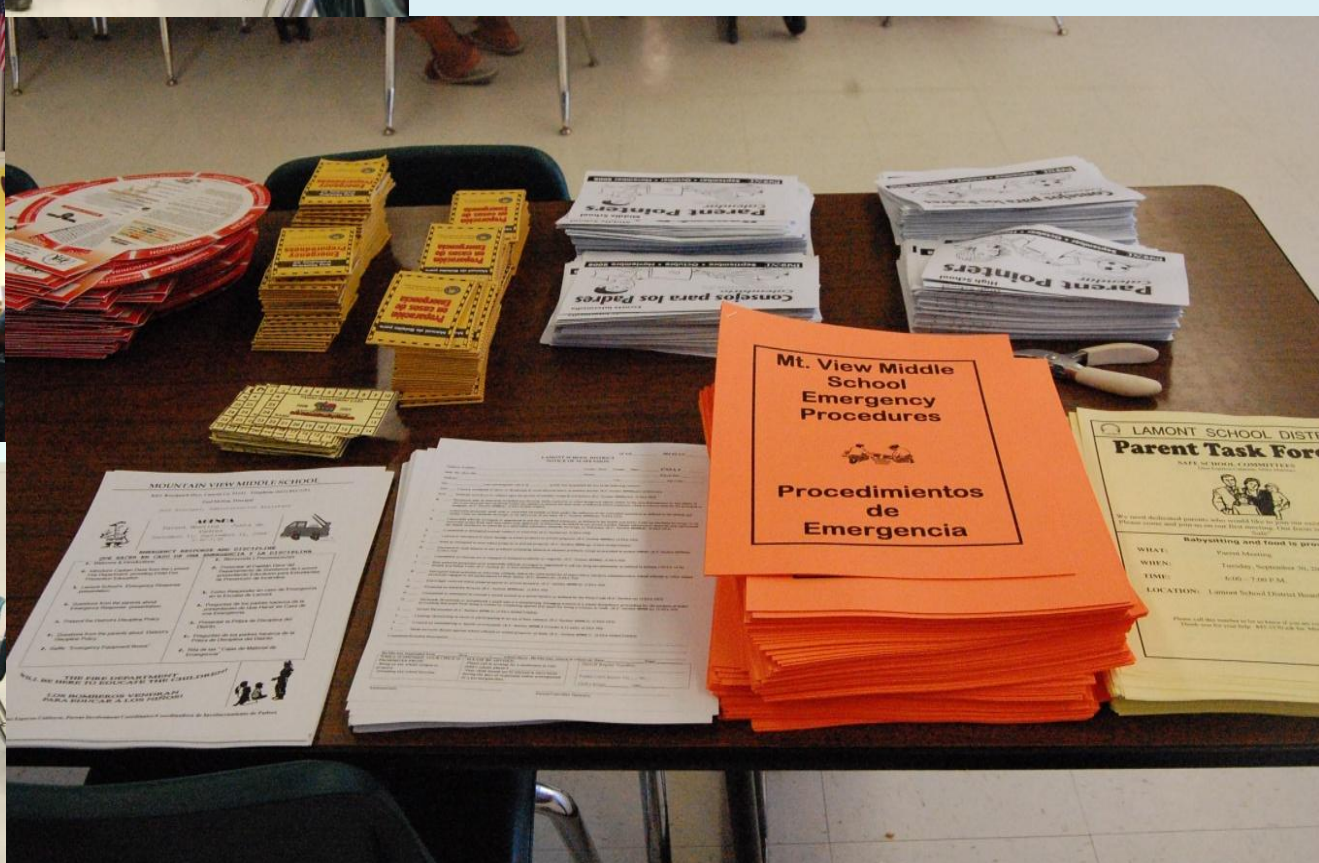






# Emergency Response

## Respondiendo en Caso de Una Emergencia





# District Discipline Policy

## La Póliza del Distrito



- Expected behavior
- Legal reasons for suspension
- Legal reasons for expulsion



- Lo que se espera del Comportamiento
- Razones legales para suspender
- Razones legales para expulsar



*Lamont School District*  
Lamont, California


# LITERARY LUNCH CLUB

**TIGER CUBS LITERARY LUNCH CLUB**  
*Alicante School*

**CALLING ALL PARENTS!**  
Bring a blanket and your lunch. We will provide the books. Enjoy eating lunch and reading with your child at Tiger Cubs Literary Lunch Club.

Please check the schedule below for dates and to see what time your child has lunch. For more information please contact Mrs. Ozuna at 845-1452.

LUNCH SCHEDULES	DATES
K 11:00-11:45	September 20, 2007
1 <sup>st</sup> 11:15-12:00	October 18, 2007
2 <sup>nd</sup> 11:30-12:15	November 15, 2007
3 <sup>rd</sup> 11:45-12:30	January 25, 2008
4 <sup>th</sup> 12:00-12:45	February 22, 2008
5 <sup>th</sup> 12:15-1:00	March 28, 2008
6 <sup>th</sup> 12:30-1:15	May 22, 2008



**TIGER CUBS LITERARY LUNCH CLUB**  
*Alicante School*  
SEPTEMBER 20, 2007

**\*\*\* REMINDER \*\*\***  
Bring a blanket and your lunch.  
Come read with your child this Friday.



**TIP CARD # 1**  
Find the title, author, illustrator and copyright date of the book.

1	2	3	4	5	6	7	8	9	10
PARENT INVOLVEMENT CARD									
25	NAME: <i>Steph Smith, Family, Student</i>								11
24									12
23	22	21	20	19	18	17	16	15	14

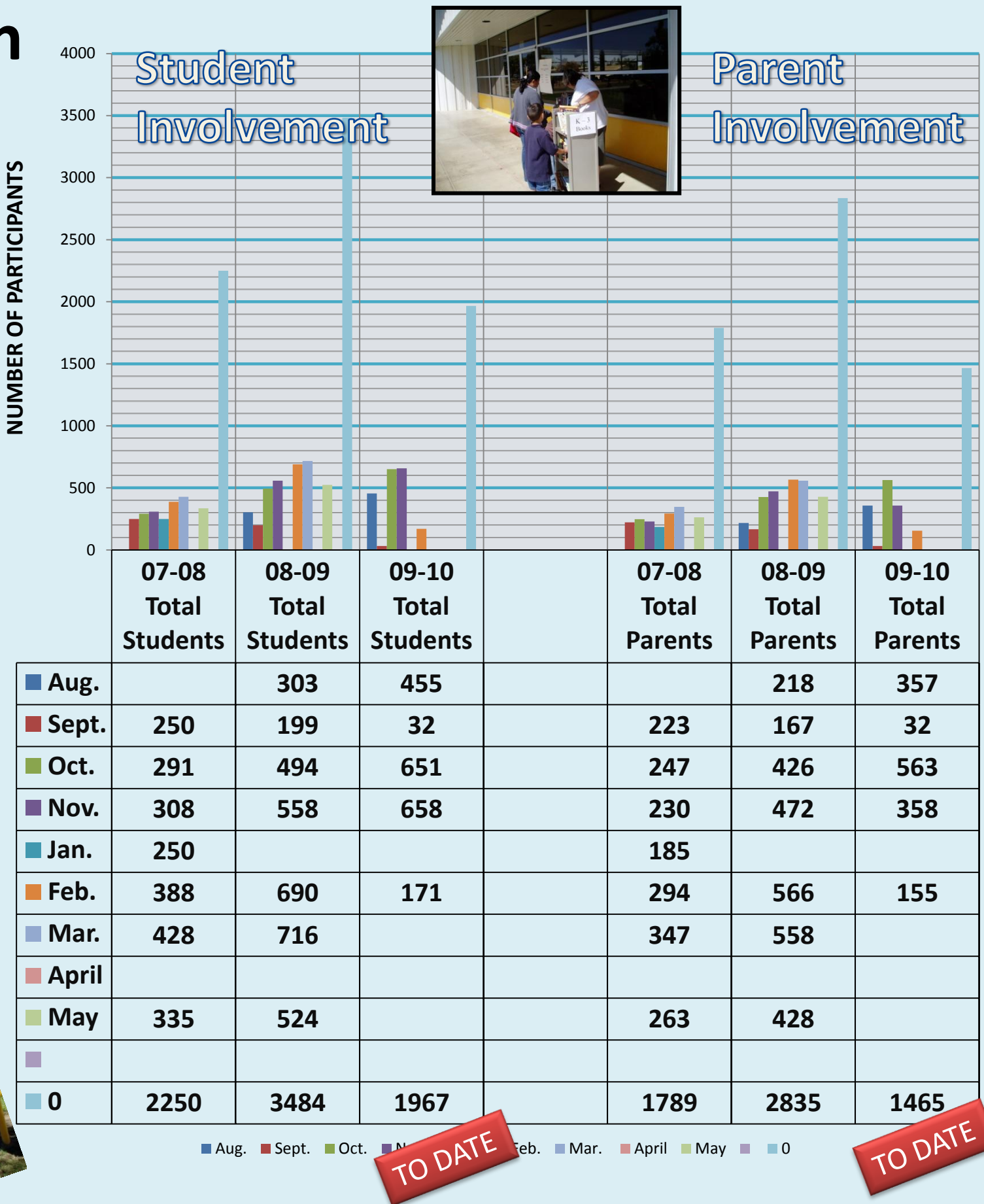


*"Building A Community Of Readers, One Family At A Time."*



# Literary Lunch Clubs

Parents share books and lunch with their child outside, during their child's lunch period.



# HOW WE HAVE DONE

Element	Baseline	To Date	TARGET
I. School safety training for parents	0	<b>421</b> individual parents have attended meetings	200 <i>TARGET MET</i>
I. School site safety planning committee (6 parents per site)	0	<b>54</b> total parents	24 Parents TARGET MET
I. Emergency Response training for parents	0	<b>363</b> individual parents have completed the 1 hour to date	150 Parents <i>TARGET MET</i>
II. Sister-to-Sister, Brother-to-Brother	0	<b>203</b> : 3 year total of girls <b>56</b> : 1 year total of boys	20% Increase Yearly
II. Violence and Substance Abuse Prevention activities	0	458	400 Parents
II. Cene Con Su Hijos dinners	0	530	300 Parents
IV. Parenting for Academic Success (Children 0-5)	0	<b>78</b> total families; (31 completed 12 + sessions)	40 (12 or more sessions)
IV. Latino Literacy Project – I Am Ready (Children 2 - 5)	0	<b>78</b> families completed program	30 <i>TARGET MET</i>

# HOW WE HAVE DONE

Element	Baseline	To Date	TARGET
<b>IV. Nutrition and Health Classes</b> (minimum of 4) (2+ hours)	0	<b>118</b> (4 or more classes) <b>388</b> (2+ hours)	60 200 <i>TARGETS MET</i>
<b>IV. Latino Family Literacy</b>	0	78 families (10+ sessions) 46 families complete pre/post tests 23.1% improvement on post tests	25% improvement on post test
<b>V. ESL and/or Computer Classes</b>	0	<b>61</b> parents have attended 40+ hrs.	60
<b>V. Parents trained to assist</b> Below Basic/Far Below Basic child on the CST in ELA/Math	0	<b>792</b> individual parents have attended trainings <b>80 had child in BB/FBB</b>	60
<b>V. Probation home visits</b>	0	<b>174</b> home visits	50 Home Visits TARGET MET
<b>VI. Activities to increase</b> understanding and awareness of district behavior policy	0	<b>253</b> individual parents	25%

# HOW WE HAVE DONE

Enhanced Elements	To Date
Literary Lunch Clubs	<b>7701</b> students; <b>6089</b> parents involved
Parent University	<b><i>Empowered Parents</i></b> to: <ol style="list-style-type: none"><li>1. sit on <b>Parent Task Force</b></li><li>2. <b>teach other parents</b> what they have learned in classroom settings</li><li>3. <b>become more involved</b> at their child's school</li></ol>
District Newspaper	Distributed quarterly <b><i>throughout the community</i></b>
Parent Youth Conference	Over <b>4000 books</b> were donated to families
Parent Project	Over <b>43 parents</b> have participated



# **BUILDING A STRONG FOUNDATION**



Compiled by: Catherine Bl  
Lamont School District  
SS/HS Library Media Coor