Luz León has learned and is using these partnership-building tools with teachers, with her children and with other families by being virtually connected and available.

Communicating with her children’s teachers, according to Luz, is an important component in maintaining her children’s motivation to keep learning in this “new reality,” and she takes her role seriously because she knows that she is a central figure in this process. She describes her use of ClassDojo, an application that allows her to communicate with the teachers while keeping apprised of the behavior, assignments and tasks her children need to complete each week. The teachers send students the weekly assignments and projects in all subject areas and also highlight the work to be turned in using their virtual portfolio, as well advising parents to visit ClassDojo everyday. Luz shares, “I have a large chalkboard at my house and create color coded charts to keep my children on task and to ensure assignments are completed and turned in as requested by the teacher.” She works with her son to upload pictures, videos and other items to his portfolio.

Working with her high school son at Chaffey High School in the Chaffey Union High School District entails communicating with him about his daily lessons or the weekly schedules. Luz ensures that he goes on the Zoom meetings with all his teachers at the high school and to talk to counselors about SEL, to ensure he is feeling strong through this crisis. At the high school level he uses School-App, an application used for the upper grades. When asked what recommendations she would share with teachers Luz said, “on the whole teachers are doing well.” She emphasizes that it would be very helpful to receive additional information and to learn from each other as we plan and execute a new form or way of educating our children.

Luz encourages her children to “learn more than what is taught, do more than is expected and look beyond what they are currently doing in school because that will be their future.”