

LCAP Local Performance Indicator Report
State Priority 3: Parent Engagement

On January 17, 2017, the State Board of Education established a process for measuring implementation of parent engagement, one of the local measures in the new state accountability system. This report is a narrative summary of our progress in 1) seeking input from parents/guardians in school and district decision-making; and 2) promoting parental participation in programs.

Selection of Measurement Tool

In past years, districts were allowed to select a measurement tool. This year, the State Board of Education decided to reduce local control in this area by establishing requirements for how districts were to measure progress in this area for state accountability purposes.

We gathered data to meet this requirement by surveying parents, and including information from staff. The survey was sent to all families in English, with a Spanish survey going to families who indicated a preference for that language. We asked families, and staff in a separate survey where appropriate, to rate us in the areas below, and asked for comments in each area suggesting how we could improve.

We received 907 responses, with all schools participating. The high response rate gives us confidence that the results are representative of all families.

State Area 1: Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.			3.6		
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4.4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.			3.0		
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.			3.4		

Briefly describe the LEA's current strengths and progress in building relationships, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Parents described multiple strengths in building relationships, including friendly front office staff, good communication, elementary Jumpstart PE in the morning, Link Crew and WEB orientation in high school and middle school, and early orientations. Parents would like to see improvements to reduce traffic during arrival and dismissal.

Focus area for improvement: parent orientation

The parent survey data caused us to think differently about orientation. There was nearly universal satisfaction with student orientation, but there were multiple suggestions for how we could improve parent orientation. We tend to think of parent and student orientation together, but the survey information let us know that we need to think of student and parent orientation as separate events.

Parents let us know they would appreciate more attention to their information needs and concerns, particularly at the transition between elementary and middle school. Some parents felt that although we have information on our website about transportation and lunch, we should also include this information in orientation presentations to parents. Parents would also like more information about orientation sent earlier so they can plan.

Action steps

- Work with principals to develop common agendas for parent orientation. To inform this work, have principals analyze the survey data and also have conversations with some families new to the school, especially underrepresented families, and make a list of information requested to be included in the parent orientation agenda.
- Communicate the dates for parent orientations well in advance so parents can plan to attend.

State Area 2: Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.			3.6		
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4.1	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4.0	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4.0	

Briefly describe the LEA's current strengths and progress in building partnerships, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

The comments section on the parent survey showed that parents are having very different experiences in this area, particularly in providing families with information and resources to support student learning in the home. Parents appreciate Launchpad, our single sign-on solution where students can access all of their educational software, but some parents let us know they would like more information about what programs are on Launchpad and how they should be used so they can support their children in using the programs at home. Many teachers provide weekly information about what students are learning and about assignments and grades, and parents would like all teachers do to this. They suggest the use of a single communication system instead of teachers using what they prefer.

Focus area for improvement: full implementation of current communication tools

Parents are interested in learning more about Launchpad and using the educational software we provide with their children. They are also interested in receiving more communication through Aeries Communications.

Action steps

- Create parent information and training materials for Launchpad for each grade level or grade range.
- Provide teachers with training on the use of Aeries Communication.

State Area 3: Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4.0	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.			3.6		
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4.0	

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.			3.6		

Briefly describe the LEA's current strengths and progress in seeking input, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Survey information was mixed for this item. Many parents feel fully engaged. Others let us know that it can be challenging to attend school, LCAP, or PTA meetings because of work schedules, and that they are interested in participating if we can broaden the ways we seek input. They feel that parents on School Site Councils are well informed and have a voice, but that not all parents are engaged to that extent. Parent orientation came up again in this area, with requests to provide specific information during orientations about how parents can be involved.

Focus area for improvement: move involvement in seeking input to schools

Parents expressed the most interest in providing input on policies and programs at the school level. In the past, our LCAP parent consultation was done at the district level. Parents prefer to participate at the school level. The topics mentioned in the survey that they would like to provide input on are not necessarily linked to LCAP-related actions and services to close the achievement gap, but rather a wide range of policies and programs.

Action steps

- Move LCAP consultation with parents from the district to the school level. Continue to consult with parents on LCAP actions and services, but broaden the focus of these meeting to include a wide range of issues affecting students and the school.
- Continue to use surveys to broaden participation of families with time constraints that make attending meetings difficult.

3) Data from the 2018-19 California School Parent Survey

The California School Parent Survey (CSPS) is a companion survey to the California Healthy Kids Survey given to students. The parent survey provides us with parent/guardian/family perceptions about teaching and learning conditions, and whether the school environment is academically challenging, caring and welcoming, safe, and fair. Principals use their school newsletters and electronic communication to invite parents to take the survey.

In 2017-18, we had 208 respondents, with 153 from elementary schools, 26 from Golden West, and 29 from Vanden. In 2018-19, we had 825 respondents, 480 from elementary schools, 105 from middle school, 228 from high school, and 12 from alternative education. We appreciate the significant increase in parent participation.

Survey answers include *strongly agree*, *agree*, *disagree*, *strongly disagree*, and *don't know/NA*. In the following table, survey questions are in the left column. The data shown is the percentage of parents who selected either *agree* or *strongly agree* for each question.

2018-19 Parent Responses	All	Elementary	Middle School	Vanden	Alternative Ed
School allows input and welcomes parent's contributions.	82	89	78	69	63
School staff treat parents with respect.	92	96	84	91	72
School staff take parent concerns seriously.	78	81	76	72	73
Served as a volunteer in this child's classroom or elsewhere in the school.	35	46	13	22	9
Met with a guidance counselor in person.	20	11	22	38	36
School keeps me well-informed about school activities.	91	93	88	92	72
School promptly responds to my phone calls, messages, or e-mails.	85	91	81	78	54
School provides high quality instruction.	86	89	88	81	54
School has high expectations for all students.	82	87	80	72	54
School is a safe place for students.	91	93	89	88	81
School treats all students with respect.	87	91	81	83	81
School enforces rules equally.	76	80	72	68	54
School has clean and well-maintained facilities and properties.	88	91	81	81	91

In general, parents feel they are treated with respect. Families reported less volunteerism on the 2018-19 survey compared to the previous year (51% down to 35%). Parents believe they are well informed about school activities, and 86% believe that their children receive high quality instruction. Safety is rated high for the district overall. We use this data to inform our planning for our next LCAP.

Impact on LCAP for 2019-20

From information gathered related to local performance indicator State Priority 3: Parent Engagement, the following actions and services were included in our 2019-20 LCAP.

3.1 Family participation and support

Consult with parents in making decisions and promote parental participation in programs through parent education and support and improve communication with all stakeholders:

Reach out to families and community groups representing historically underserved and underrepresented students to ensure their voices are part of our consultation, planning, and feedback processes. Continue to involve the Superintendent's Parent Advisory Group (SPAG) that includes military representatives, the Foster Parent SPAG subcommittee, and the District English Learner Advisory Committee (DELAC) in LCAP development, data analysis, and revision. Continue to involve parents of children with exceptional needs in the SELPA Community Advisory Committee. [3.1.01]

Provide two family liaisons who are bilingual in Spanish to support families, students, and schools and to inform families of resources available at schools and in the community. Provide families with technology training to assist in accessing district systems and software provided to enhance student learning. Provide outreach and training to enable families of English learners and immigrant students to become active participants in the education of their children. [3.1.02]

Provide translation for families through identified bilingual staff and through a phone translation service when a staff member speaking a particular language is not available; implement phone autodialer and messaging services with automatic two-way translation of most languages, provide websites with translation capabilities. [3.1.03]

Continue to develop and promote Launchpad, our single sign on solution implemented at the request of parents. Continue to provide convenient online registration for local families and to support military families stationed around the world, who requested a system to allow them to register their children before they arrive at Travis Air Force Base. [3.1.04]

Promote parental participation in programs through volunteer work at school by using CERVIS software to track volunteer hours and background clearances. Continue the Watch D.O.G.S. (Dads of Great Students) program where fathers and father figures volunteer at school, acting as positive male role models. Create a District Watch D.O.G.S. Leadership Team where fathers, the Director of Student Services, and the Travis AFB School Liaison Officer meet to share program ideas and plan recruitment efforts. [3.1.05]

Support families by providing parenting training such as the Triple P Positive Parenting Program and Parent Project. [3.1.06]