

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

Districts were offered a choice between using a survey and using other measurements for this Local Indicator. In order to develop a comprehensive picture of parent engagement, we decided to use multiple measures, including parent survey data, information about seeking input from families into decision-making, family participation in programs, and parent volunteerism.

1) Progress on Seeking Input of Parents/Guardians into School and District Decision-Making

We seek parent and guardian input into school and district decision-making including the development of the LCAP in the following ways.

- Superintendent's Parent Advisory Group and Military Parent Advisory Group meet four times per year to advise the Superintendent
- Parent and Community LCAP input meetings twice a year
- District English Learner Advisory Committee (DELAC) meets four times per year
- English Learner Advisory Committees meet four times per year at schools
- Foster Parents meet four times per year with district staff and community resources
- SELPA Community Advisory Committee meets monthly to advise the Solano County SELPA
- School Site Councils meet three to six times per year at each school, depending on need
- School Safety Committees meet two to four times per year at each school to revise safety plan
- PTA and PTO Boards meet monthly and provide principals with input

2) Progress on Promoting Parental Participation in Programs

Parent Training

Parent training is provided by district staff and through partnerships with local agencies.

- *Foster Kinship Care Education Program* open to caregivers of children and youth in out-of-home care; designed to meet foster children's educational, emotional, behavioral, and developmental needs.
- *Loving Solutions: Concrete Solutions for Tough Kids* (elementary school students), and *Parent Project* (teens) in both English and Spanish, sponsored by the Vacaville Police Department, Solano Community College Foster Kinship Care Education Program, Solano County Board of Supervisors, First 5 Solano, Vacaville Unified School District, and Travis Unified School District.
- *Math Nights* at elementary and middle schools, where parents learn about our approach to math instruction and get support for helping their children at home.
- Training series from the Solano County SELPA, including *How to Be Your Child's Best Advocate* Carol Gonzalves; *Navigating Eligibility and Services*, North Bay Regional Center; *What Parents Need to Know About Dyslexia*, Dr. James Bylund
- *Watch D.O.G.S.* training evenings are held at multiple schools

3) Data from the 2017-18 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.

We had a relatively low response rate, but there are some patterns in the data that indicate areas where improvement is needed. In 2017-18, we had 208 respondents, with 153 from elementary schools, 26 from Golden West, and 29 from Vanden.

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.

	All	Elementary	Golden West	Vanden
School allows input and welcomes parent's contributions.	86	90	75	74
School staff treat parents with respect.	93	95	81	88
School staff take parent concerns seriously.	84	89	64	72
Served as a volunteer in this child's classroom or elsewhere in the school.	51	60	14	32
School keeps me well-informed about school activities.	90	93	88	81
School promptly responds to my phone calls, messages, or e-mails.	87	95	65	63
School provides high quality instruction.	90	91	82	88
School has high expectations for all students.	87	90	72	84
School is a safe place for all students.	95	99	78	93
School treats all students with respect.	91	94	80	86
School enforces rules equally.	79	83	68	67
School has clean and well-maintained facilities and properties.	88	90	73	84
School provides healthy food choices.	66	70	52	48

In general, parents feel they are treated with respect and their concerns are taken seriously. Over half of respondents volunteer at school. An area for growth is prompt response to parent messages at our middle and high school. Parents believe they are well informed about school activities, and that their children receive high quality instruction. Safety is rated high for the district overall. Where parents provided lower ratings, we will use that data to inform our planning for our next LCAP.

4) Parent and Community Volunteers

Staff used reports from CERVIS, our volunteer tracking software, plus reports from leaders of parent organizations to compile the following data. (There may be some duplication with parents participating in multiple groups, and the data does not include student volunteers.) We are deeply grateful for this support, without which we would not be able to offer a rich educational experience to our students.

794 volunteers contributed **17,093** hours in 2017-18

School	Volunteers	Total Hours
Cambridge Elementary	28	917
Center Elementary	40	581
Foxboro Elementary	255	5,572
Scandia Elementary	14	981
Travis Elementary	67	1,117
Golden West Middle	39	771
Vanden High	349	7,150
TEC/TCDS	2	4
Total	794	17,093

Impact on LCAP for 2018-19

From information gathered related to local performance indicator State Priority 3: Parent Engagement, the following actions and services were included in our 2018-19 LCAP.

Seeking input from parents in decision making: LCAP 3.2 Parent involvement in decision-making

- Continue to involve the Superintendent's Parent Advisory Group (SPAG), the Foster Parent SPAG subcommittee, and the District English Learner Advisory Committee (DELAC) in LCAP development, data analysis, and revision. [3.2.01]
- Continue to meet regularly with foster parents and community partners to plan how the district can better meet the needs of foster children and to share information about resources. [3.2.02]
- Continue to meet with parents in the Military Parent Advisory Group to advise the Superintendent and staff on issues related to military families, and to provide input to planning processes and feedback on how well current programs and practices are meeting the needs of military-connected students. [3.3.03]
- Continue to involve School Site Councils in the analysis of data and the development of district and school plans, the LCAP and the Single Plan for Student Achievement (SPSA). [3.2.04]
- Continue to involve parents of children with exceptional needs in the district Special Education Parent Advisory Group and the SELPA Community Advisory Committee. [3.2.05]

Promote parental participation in programs through parent education and support and improve communication with all stakeholders: LCAP 3.1 Family participation and support

- 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 outreach and training to enable families of English learners and immigrant students to become active participants in the education of their children. [3.1.01]
- 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. [3.1.02]
- Provide summer bridge packets to engage students in skill maintenance during the summer break. [3.1.03]
- Hold family curriculum nights, where teachers and other staff explain what children will be learning, demonstrate technology used at school that can be accessed at home, teach strategies for helping students learn math, and ways to help children at home. [3.1.04]

- Continue to develop and promote Launchpad, our single sign on solution implemented at the request of parents. [3.1.05]
- Improve communication between home and school about student performance by continuing to improve elementary report cards to make them more meaningful for families. [3.1.06]
- 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. program where fathers and father figures volunteer at school, acting as positive male role models, and work with the Travis AFB School Liaison Officer to improve volunteer recruitment efforts. [3.1.07]

Professional development associated with improvements identified from the parent survey: LCAP 1.4 College and Career

- Continue work with No Excuses University to educate every student in a way that prepares them for college through implementation of six exceptional systems: 1) a culture of universal achievement; 2) teacher collaboration; 3) standards alignment; 4) assessment to improve learning; 5) data management for informed instructional decisions; and 6) interventions to close learning gaps. [1.4.01]