

Annual Update

LCAP Year Reviewed: **2018-19**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3

Parents, family and community stakeholders will become more fully engaged as partners in the education of students in SCUSD.

Stakeholders to have improved opportunities to participate in district/site activities that increase their skills as partners in education.
(Action 3.1)

Stakeholders to receive improved district and site communications, including translation/interpretation services (Action 3.2)

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: SCUSD Strategic Plan

Annual Measurable Outcomes

Expected

Metric/Indicator

Parent participation in decision-making and leadership activities

Source: Local

18-19

Maintain the number of School Site Councils with proper composition at 100%.

Provide training for at least 50% of School Site Councils (38 schools).

Actual

2017-18

School Site Councils properly composed: 55%

School Site Council training provided to 10 schools

2018-19 Data being gathered

School Site Councils properly composed: TBA

School Site Council training provided: TBA

Expected

Baseline

2016-17: 100% of SCUSD school site councils are properly composed.

2016-17: Seventeen (17) schools received School Site Council training.

Metric/Indicator

Parent participation in the District English Learners Advisory Committee (DELAC)

Source: Local

18-19

Increase the percent of schools with an ELAC sending a representative to DELAC to 55%.

Increase the attendance rate for 4 out of 7 meetings to 65%.

Baseline

2015-16: 52% of schools with an ELAC send a representative to at least one DELAC meeting

2016-17: 54% of schools with an ELAC send a representative to at least one DELAC meeting.

38% of those representatives attended 4 out of 7 meetings.

Metric/Indicator

Parent participation in the Community Advisory Committee for Special Education (CAC)

Source: Local

18-19

Increase the average attendance by 5%

Baseline

2015-16 CAC attendance averaged 20 per meeting.

2016-17 CAC attendance at meetings and workshops averaged 22.5 per event.

Actual

2017-18

66 schools require an established English Learner Advisory Committee (ELAC).
41% of schools with an ELAC send a representative to at least one DELAC meeting.
Did not complete attendance rate calculation.

2018-19

66 schools require an established English Learner Advisory Committee (ELAC).
__% of schools with an ELAC send a representative to at least one DELAC meeting.
Will complete attendance rate calculation in May (after completion of 7th meeting).

2017-18

No CAC attendance report was available.

2018-19

In Fall 2018, every principal was asked to identify at least one representative to the CAC.

CAC attendance at meetings and workshops averaged __ per event.

Expected

Metric/Indicator

Build relationships and improve home-school communication with the number of Parent-Teacher home visits per year

Source: Parent-Teacher Home Visit mid-year report

18-19

Establish baseline for home visits logged through Infinite Campus in 2017-18

Report attendance rate for cohort identified as receiving Home Visits as compared to cohort of students not receiving Home Visits.

Baseline

2016-17: 3,791 home visits

Metric/Indicator

Build parent capacity to support their student academically with school site participation in the Academic Parent Teacher Team (APTT) model

Source: Parent-Teacher Home Visit mid-year report

18-19

Maintain the number of schools participating at 13

Baseline

2016-17: 13 schools are participating

Metric/Indicator

Build understanding of the school system and current topics in education with the Parent Leadership Pathway workshop series

Source: Local

18-19

Maintain participating sites at 28

Increase attendance to 2,700

Baseline

2016-17: 25 sites

Session attendance: 2,500 participant sign-ins

Actual

2017-18

1,200 home visits at midyear.

2018-19

14 schools are currently using Infinite Campus to log home visits

800 home visits at midyear.

2017-18

13 schools participating in the Academic Parent Teacher Team (APTT) model

2018-19

10 schools actively hosting APTT meetings; 1 school received coaching.

2017-18

28 sites participating in the Parent Leadership Pathway workshop series

2,872 participant sign-ins

2018-19

__ sites participating in the Parent Leadership Pathway

____ participant sign-ins

Expected

Actual

<p>Metric/Indicator Participation of English learner parents in the Parent Leadership Pathway</p> <p>Source: Local</p> <p>18-19 Maintain 75% English learner parent participation</p> <p>Baseline 2016-17: 67.1%</p>

<p>2017-18 (58.2%) 1,672 parents are English learners</p>

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action is modified to exclude materials and fingerprinting.	The SCUSD Family and Community Empowerment Department (FACE) provides outreach and education services district-wide, with a concentration in low-income schools and in schools with a high percentage of English Learners. In the 2018-19 school year 96% of the parent participants in the Parent Leadership Pathway program were non-English speaking. Staff support parent engagement by developing and facilitating opportunities for involvement, providing access to resource information and offering capacity-building workshops and training.	2000-3000 Suppl/Con 224,816	2000-3000 Suppl/Con 181,171
		2000-3000 Title I 199,582	2000-3000 Title I 199,582
		2000-3000 Suppl/Con EL 67,833	2000-3000 Suppl/Con EL 60,395

The FACE department also provides technical assistance and staff training at school-sites.

During the 2018-19 school year, FACE extended its trainings to parent living in local Section 8 housing at Greenway Village and Phoenix Park and to parent participants transitioning out of homelessness with their children at Women's Empowerment. The department has also developed a partnership with the Mexican Consulate to provide parent education and resource at their site.

Action 2

The Training Specialist to support Parent Teacher Home Visits (PTHV) and Academic Parent-Teacher Teams (APTT) is in place.

Support has been provided to 41 PTHV sites and 11 APTT sites through this coordinator. The coordinator has organized and presented 7 PTHV Introductory Trainings, 2 Refresher Trainings, and one Infinite Campus Data Entry Training. Two additional Intro Trainings and one APTT Training are scheduled for this school year. 123 certificated and classified staff in SCUSD have been trained this year; along with City Year support staff. Sites have used their funds for stipends for training, APTT meetings, and home visits. Thus

1000-3000 Title I 474,881

1000-3000 Suppl/Con 50,000

1000-3000 Title I 453,948

1000-3000 Suppl/Con 50,000

far, about 800 visits have been conducted in SCUSD this year.

A pilot program was launched in the Fall of 2018 to allow teachers and site level staff to enter their home visits into the student information system (Infinite Campus). Currently, there are 14 sites participating in the pilot. Collecting this data has provided an opportunity to show connections between home visits and student outcomes. Based on early data, students who have received a Parent Teacher Home Visit have shown growth in academics, behavior, and chronic absence. We will have a more complete report of PTHV students at the end of the 2018-2019 school year once all visits have been entered into the Infinite Campus system.

Action 3

The staffing at the Matriculation and Orientation Center (MOC) is in place to support these critical district activities: Registration of English learner students, administration of initial language testing, and translation of district-wide documents.

MOC staff provides oral interpretation using reliable and high quality interpretation equipment both during the day and after hours to serve non-English speakers at meetings such as the

2000-3000 LCFF 258,336

2000-3000 LCFF 233,372

2000-3000 Suppl/Con 561,860

2000-3000 Suppl/Con 537,091

2000-3000 Suppl/Con EL 240,800

2000-3000 Suppl/Con EL 229,236

Board of Education, DELAC, Graduation Task Force, LCAP committees, and many other Forums and Town Halls.

Written translation by MOC staff as of February, 2019 consists of 80 documents with a total of 420 pages. Translations are provided in Spanish, Hmong, Chinese, Vietnamese and Russian.

Oral interpretation was provided on 1480 occasions by phone or in person at the MOC, parent teacher conferences, hearings, etc. MOC staff also translate foreign transcripts and score the Seal of Biliteracy test.

As of February, MOC has registered 908 students, including 208 kindergarteners and 75 refugees. The initial ELPAC was administered to 934 students to date. Based on need, the FTE for Spanish assessor-translators was reduced from 3.0 to 2.0.

Action 4

Foster Youth Services staff communicate with foster guardians, and invite caregivers and students to several district-located informational events throughout the year.

For more detail, please see Annual Update Goal 1.9.

No additional expenditure

Foster Youth Services are funded in Action 1.9 No additional expenditure

Action 5

	Requisitions are being entered for site-based services. This section will be reported in June, 2019.	1000-4000 Suppl/Con 530,000	1000-4000 Suppl/Con 530,000
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Action 6

	Requisitions are being entered for site-based services. This section will be reported in June, 2019.	1000-4000 Suppl/Con EL 30,000	1000-4000 Suppl/Con EL 30,000
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Action 7

	<p>The district contracted with an outside provider to translate the School Plans for Student Achievement as required based on the student population.</p> <p>38 schools received Spanish translation, 3 schools received Hmong translation, and 2 schools received Cantonese translation.</p>	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 17,037	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 14,431
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Action 8

	The district did not contract to produce an LCAP infographic in the 2018-19 school year, and will not in the 2019-20 school year.	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 13,975	5000-5999: Services And Other Operating Expenditures Suppl/Con EL 0
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Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Studies indicate that increased parent engagement results in positive academic, social and emotional outcomes for students, and the state has identified Parental Involvement as one of the eight priorities for education. The district has two main venues for providing access to parents: the Parent Leadership Pathway workshop series, and Parent Teacher Home Visits (PTHV).

To date, the FACE Department has provided workshop trainings to 2,114 parents during the 2018-19 school year. This is lower than previous years, but is consistent with lower staffing levels. The department planned for four facilitators in 2018-19 but currently has just two. Due to district budget constraints, the vacancies have not been posted.

PTHV has documented about 800 home visits. The number of home visits has declined from previous years; increased teacher focus on the English Language Arts curriculum adoption has been identified as a possible reason.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

With an increased district focus on data and monitoring activities, work is underway to track data on the students of participating parents in both capacity-building workshops and trainings and home visits.

To ensure that parents acquire agency to progress toward active roles in school and district decision making, the FACE department is planning ways to collect data on participation in the Parent Leadership Pathway and subsequent involvement in committees such as: ELAC, DELAC, CAC, PTA/PTO, African American Academic Task Force etc.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 3.1: Unfilled vacancies result in lower estimated actual expenditures.

Action 3.2: Fewer home visits mean the amount budgeted for stipends will not be fully expended.

Action 3.8: The district will not contract with an outside provider for an infographic LCAP. This action will not be included in 2019-20.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Metrics:

The target for DELAC attendance in 2019-20 will be reduced from 75% to 55% of sites with an ELAC sending a representative to at least one DELAC meeting.

Action 3.1 expenditure will be lower with two fewer FTE (Family Partnership Facilitators).

Action 3.3 expenditure will be lower with one fewer FTE (Spanish Assessor/Translator).

Action 3.8 will be discontinued in 2019-20.