

The LCAP PSAC had two engagements to review and discuss the actions listed under Goal 6 (Parents and families are engaged in school activities.) All members received a detailed implementation update for all of the Goal 6 actions over e-mail, and a Study Segment of those actions was held at the 4/20/16 LCAP PSAC Meeting followed by an additional study Goal 6 session on 4/26/16. Five recommendations/requests (identified below with letters A-E) were developed from this study for discussion and possible adoption at the May 4, 2016 LCAP PSAC Special Meeting.

A. Process and Capacity Building for Shared Decision-making

Trainings will help build collective understanding and commitment to shared decision-making as a powerful strategy to achieve improved academic outcomes and social emotional well-being.

Families and students will participate in helping to develop and facilitate some areas of the training.

1. Training for Principals incorporated into regular principal PDs:

- 1 in August as part of Administrators Retreat
- 3-4 during the school year (possibly linked to SSC planning and budget cycle - possibly October, December, February, May)

Possible training topics include:

- How to read budgets for strategic planning and decision-making.
- How to make budgets understandable and accessible for all stakeholders to engage in strategic planning and decision-making
- How to facilitate effective shared decision-making.
- Family Engagement as a Strategy: How family engagement impacts improved student academic outcomes, and social emotional well-being
- How to engage teachers and staff in effective shared decision-making?

2. School Site Council Summits with all stakeholders directly linked to principal PD's

- Scheduled to take place in the afternoon of the regular Principal meetings
- All SSC teams participate. Summits are differentiated/structured to effectively support principals and teams in building capacity through doing the actual work.

B. Strengthen Family Engagement

1. Develop a research-based proposal that includes a plan and budget to:

a. Increase the number of site-based Family Engagement staff to support improved academic outcomes, and social emotional well-being with a focus on LCFF+ students.

Strategy/Approach: Conduct a research process that includes multiple stakeholders, including parent/caregivers and student leaders, school site and district administrators, teachers, family engagement staff at school site and district levels, CBO partners, and Board members. Develop a proposal by December 1, 2016 to be considered by the LCAP PSAC and advanced with District leaders for implementation in 2017-18.

b. Develop administrative regulations for the Family Engagement Policy

C. Continue to support existing Community of Practice for Family Engagement Staff and Leaders.

D. Create a Community Engagement Specialist position/s for Special Education to support the mandated function of the Community Advisory Committee with a focus on parents and students among other responsibilities, including assessing the needs for engagement support specific to families of students with special needs.

E. Information Requests

Develop information related to family engagement staffing at the school site and district levels. Understand current sources of funding for these positions.

1. How many “family engagement staff” are currently paid out of school site budgets? How many are paid out of district level budget?
2. What are the sources of funding for those positions?
3. What are the current budget allocations for each position? What is the total OUSD allocation? What is the total allocation (including private funding through PTAs, foundations, etc.)
4. What are the job descriptions for each site? What is the scope of work?

Action 45, Communications. We would like a breakdown of the \$709,855, in particular the positions and services that were provided. What does “partially implemented” mean?

Actions 31 and 32, Adult Education. We understand that these services were provided and are fully implemented. However, we understand the source of the funding were not Supplemental/Concentration dollars, but provided by the Adult Education Block Grant. If that is the case, what happened to those resources? If they were reallocated, how were they invested?

Areas under discussion, but not yet prepared to make recommendations.

A. Translation & Interpretation

B. Metrics: Tool to measure success, create shared accountability for outcomes

Currently, OUSD measures parent participation through 2 metrics in the LCAP:

- 3 parent/caregiver workshops per year
- percentage of participation in parent surveys.

Some options for additional metrics under consideration include:

1. **Parent-Teacher Partnerships:** Percent of schools that have at least two meetings scheduled each year between parents/caregivers and classroom teachers to collaborate in support of students' academic progress and social-emotional development.
2. **Representation from families of LCFF + students in shared decision-making:** Percent of parent/caregivers of pupils identified in Local Control Funding Formula statute (English language learners, low-income students, and foster youth) who participated in LCAP development and state-required school/district committees (like SSCs).
3. **Building capacity for shared decision-making, especially at the school site level.** This incorporates 2 metrics:
 - Percent of administrators, teachers and staff who have participated in 3-4 professional development opportunities related to engaging parents/caregivers as decision makers. (District level metric)

- Percent of representatives (parents/caregivers, students, school and district staff, community members) on school/district committees who have participated in cross-trainings to support capacity of all stakeholders to participate in shared decision-making. (District level metric)

4. **Parents lived experience of schools:** Set of Questions from the California School Parent Survey (from the California School Climate, Health, and Learning Survey (Cal-SCHLS) System) that have been incorporated into the OUSD School Performance Framework:

- I feel welcome to participate at this school.
- School staff treats me with respect.
- School staff takes my concerns seriously.
- School staff welcomes my suggestions.
- School staff responds to my needs in a timely manner.
- School staff is helpful.
- My child's background is valued at the school.

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