

**Changes to Staffing for
Language Interpretation
& Family Engagement in**

2026-27: Slides from the
4/26/25 LCAP PSAC Meeting

These are the specific questions we will seek to answer for each office or department:

- 1. What is the function of this office or department?**
What work does it do at the various grade levels?
What other offices or departments most closely connect to the work of this one? In what ways?
- 2. How is this office or department staffed?** Has it always been staffed in this way? How did the number and kind of positions change after the March reduction in force?

3. What significant work, if any, does this office or department do under service contracts and at what cost?

4. What changes in the scope of work could take place for next school year?

Office of Equity: **Interpretation**

Description of the **Interpretation** Team

Interpretation and Translation

- Facilitate monolingual family access to site and district communication structures for legally mandated interpretation/translation

Scheduling for Interpretation and Translation Requests - up to 40 requests received daily.

- Managing calendars of 8 district interpreters, assigning Overtime by seniority rules for evening meetings and after hours meetings (Board meetings, community meetings, etc)
- Filling requests in order received.
- Securing outside agency interpreters for legally required interpretation for all school sites and district departments when district interpreter calendars are full.

Current Central Positions: Interpretation

Each position is 1.0 FTE unless otherwise stated.

Program Assistant III (1.00)

Specialist Translation, Cantonese (2.0);

Specialist Translation, Arabic (1.0)

Specialist Translation, Mam (1.0)

Specialist Translation, Spanish (6.0)

Central Interpretation Positions: Historical View

The Interpretation Team included more staff during COVID and was reduced each year since the loss of COVID Funding by -3.5 FTE.

This includes reduction in providing Vietnamese, Arabic, & Khmer (Cambodian) interpretation/translation.

2026-27 Positions As of 4/15/26

Each position is 1.0 FTE unless otherwise stated.

~~Program Assistant III (1.00)~~

Specialist Translation, Cantonese (~~2.0~~) becomes 1.0 FTE;

Specialist Translation, Arabic (1.0)

Specialist Translation, Mam (1.0)

Specialist Translation, Spanish (6.0)

Types of Work Done Under Service Contracts in 2025-26

Translation Tools

Specific examples

Smartcat subscription (Interpreters' online platform aiding document translation)

Total Non-Labor Budget for this Work: (\$177,900)

Overtime (50K allocated, 90K used) (for Board, Committees, SSC/SELLs, and other legally required bodies or meetings)

Smartcat (17.5K)

Supplies & Equipment (15K)

Capacity building training (4.5K)

External Agencies (140K)

(Outside interpreters for legally mandated services with Hanna, Excel, Purple, Maryam Abdi when in-house interpreter calendars are full)

What Do We Know about the Scope of Work in this Area for Next Year as Compared to this Year?

2026-27

Interpretation and Translation

Facilitate monolingual family access to site and district communication structures for legally mandated interpretation/translation

Office of Equity: **Engagement**

Description of the **Engagement** Team

Student Engagement

- Provide 6-12 student leaders and leadership advisors the knowledge, skills, confidence to develop **youth-adult partnerships** to lead school improvement efforts advancing literacy, attendance, graduation and a-g completion across 6-12.

Description of the Engagement Team

Family Engagement and Advocacy

Develop and sustain relationships with African American, Arab American, Latino, and Pacific Islander families to ensure they are supported in navigating school systems. This includes assistance with disciplinary processes, understanding and navigating Individualized Education Programs (IEPs), and accessing additional academic and social-emotional supports. This work builds trust between families and schools and helps resolve issues before they escalate.

Description of the **Engagement Team**

Family Engagement Specialists provide governance support to school sites, including setting up structures for Tier 1 Essential Family Engagement Practices, training and coordination of the Parent Teacher Home Visit (PTHV) program, and coordination with school site teams responding to attendance, culture and climate needs.

- Governance support
 - School-based recruitment support, training, and content support for SSC and SELLS
 - School-based support for SSC Self Assessment completion and goal setting
 - SPSA evaluation and engagement support
 - Supporting sites to understand use of Title I, Part A
 - School-based support for assuring that at least one SSC member is a parent of a child with a disability and that there are more freestanding SELLS.

Description of the **Engagement** Team

- Tier 1 Essential Family Engagement Practices
 - School support for developing and implementing effective Tier 1 structures for family engagement (two-way communication structures, academic partnership with teachers, relationship building with families)
 - Support to focal schools who are struggling with engagement
 - Support for school based affinity committees
 - Support for family literacy events and engagement
 - Providing training and tracking for Parent Teacher Home Visit Training (PTHV)
- Coordination with Attendance teams and Culture and Climate teams at site level
 - Directly support culture and attendance teams and help to plan intervention meetings such as the SART

Current Central Positions: Engagement

Each position is 1.0 FTE unless otherwise stated.

Specialist, Student Engagement (1.0)

Specialist, Family & Community Engagement (1.0)

Specialist District Family Engagement (4.00)

Program Manager, LCAP Engagement (1.0)

Central Engagement Positions: Historical View

The positions on the Engagement Team have been consistent for many years.

The Family Engagement Specialists have aligned to the Network Structure.

2026-27 Positions As of 4/15/26

Each position is 1.0 FTE unless otherwise stated.

Specialist, Student Engagement (1.0)

Specialist, Family & Community Engagement (1.0)

~~Specialist District Family Engagement (4.00)~~

Program Manager, LCAP Engagement (1.0)

Types of Work Done Under Service Contracts in 2025-26

Specific examples

Total Non-Labor Budget for this Work:

What Do We Know about the Scope of Work in this Area for Next Year as Compared to this Year?

Family Engagement Team 2026-27

The Family Engagement Team is led by a Classified Manager (Family & Community Engagement Specialist) and 4 Specialists. The recommendation maintains the Classified Manager and consolidates the 4 Specialists. The family engagement work will shift to compliance related engagement required by the California Community Schools Partnership Grant (CCSPP), and by the CDE for site based governance.

The reductions of 4.0 FTE in Family Engagement signifies the loss of governance support to school sites, loss of Tier 1 Essential Family Engagement Practices, fewer to no Parent Teacher Home Visit (PTHV) Trainings and coordination of the PTHV program, and loss of coordination with school site teams responding to attendance, culture and climate needs.

Collaborate with CCSS and SRP to **provide guidance** on mandated engagement related to the CCSPP grant and School Site Council/SELLS, and provide training to schools on school governance and best practices with family engagement.

What Do We Know about the Scope of Work in this Area for Next Year as Compared to this Year?

2026-27

Student Engagement

Provide 6-12 student leaders and leadership advisors the knowledge, skills, confidence to develop **youth-adult partnerships** to lead school improvement efforts advancing literacy, attendance, graduation and a-g completion across 6-12