

LAKE COUNTY OFFICE OF EDUCATION  
Office of the Superintendent

**Priority 3 – Parent Engagement**

**ISSUE** – LCFF statute requires that the new CA Accountability System include standards for all LCFF priorities. The criteria for state indicators include: (1) being valid and reliable measures, (2) having comparable, state-level data, and (3) the ability to disaggregate data by student groups. However, there are several LCFF priority areas that do not meet the criteria established for state indicators. These remaining priority areas are considered local indicators and will require LEAs to indicate Met, Not Met, or Not Met for Two or More Years for each applicable indicator. For each local indicator on the Equity Report, LEAs must complete the following steps to meet the approved standard:

1. Measure their progress using locally available information,
2. Report the results to the LEA’s local governing board at a regularly scheduled public meeting of the local governing board, and
3. Upload and publicly report the results through the Dashboard.

**BACKGROUND/PREVIOUS BOARD ACTIVITY** – In previous meetings we have presented the Local Indicators to the board. The Local Indicators include priority 1 - Basics (Teachers, Instructional Materials, Facilities), Priority 2 - Implementation of Academic Standards, Priority 3 - Parent Engagement, Priority 6 - Local Climate Survey and Priority 7 - Access to a Broad Course of Study.

**DISCUSSION** – The State Board of Education requires all districts, including County Offices of Education, to indicate if they have met each Local Indicator. This information must be reported by November for the 2019 CA School Dashboard. By reporting this information to our governing board, LCOE will qualify for the “Met” criteria.

**FISCAL, STAFFING, AND FACILITIES** – No impact on fiscal, staffing or facilities

**SUPERINTENDENT’S RECOMMENDATION** – None, information only

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## Priority 3 – Parent Engagement

LCFF statute requires that the new CA Accountability System include standards for all LCFF priorities. However, state-collected data is not available for every priority. For those priorities without indicator data collected by the state, the State Board has identified the data to be collected by the local education agency.

In order to meet the standard for the Local Indicators, LEAs must:

1. Measure their progress using locally available information
2. Report the results to the LEA's local governing board at a regularly scheduled public meeting of the local governing board, and
3. Upload and publicly report the results through the Dashboard.

Priority 3 – Parent Engagement:

- LEA's progress related to seeking input from parents/guardians in school and district decision making
- LEA's progress related to promoting parental participation in programs
- Why the LEA chose the selected measures

### Building Relationships

**Rate the LEA's progress in developing the capacity of staff to build trusting and respectful relations with families.**

4 – Full Implementation

**Rate the LEA's progress in creating welcoming environments for all families in the community.**

4 – Full Implementation

**Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.**

2 – Beginning Development

**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 – Initial Implementation

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

A number of issues are being addressed as LCOE works with our own administrators and teachers and work with districts in our county. We have been addressing the need for language translation and support for families at a variety of meetings throughout the county, especially related to students transitioning to LCOE schools. This would provide greater access to families and support stronger

family/school relationships.

At our schools we will provide PD and collaboration time for staff to learn about each family's strengths, cultures, languages and goals for their children.

### **Building Partnerships for Student Outcomes**

**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 – Initial Implementation

**Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.**

4 – Full Implementation

**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.**

3 – Initial Implementation

**Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.**

3 – Initial Implementation

The county Healthy Start program is an amazing resource for all families and students in Lake County and has been especially responsive to the schools in the LCOE LEA. Healthy Start has provided oral and physical health screenings, access to medical care, food, clothes and housing for our students. They provide translation services for meetings and conduct wellness and attendance checks for our students. Currently, every family and student meets with the administrator for the school in which they are enrolling. Next year more formalized, quarterly family/school conferences will take place.

### **Seeking Input for Decision Making**

**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.**

3 – Initial Implementation

**Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.**

2 – Beginning Development

**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.**

3 – Initial Implementation

**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.**

4 – Full Implementation

LCOE schools have very small staffs, so the opportunity to plan, design, implement and evaluate is built in. Our staff work together and often reach out to their families and the community. With a small staff and student population some of our communication with families has been more informal but we will continue to strengthen our School Site Councils as an advisory and decision-making group.