



LOCAL DISTRICT TITLE I STUDY GROUP

**Session 2: Review of Mandate B and F and
the CA Dashboard**



Session Agenda

- Welcome and Update
- Norms
- Inclusion Activity
- Review **Mandate F**

Evaluate effectiveness of Mandate F

- Review **Mandate B** of the Title I Parent and Family Engagement Policy

Evaluate the effectiveness of Mandate B

- California Dashboard
 - Using data to improve student achievement
 - Focus on identifying equity gaps



WORKING AGREEMENTS

1. We will keep students as a priority.
2. We will listen attentively and not interrupt each other.
3. We will speak respectfully and briefly.
4. We believe that we can agree to disagree.
5. We believe that there might be more than one solution to a problem.

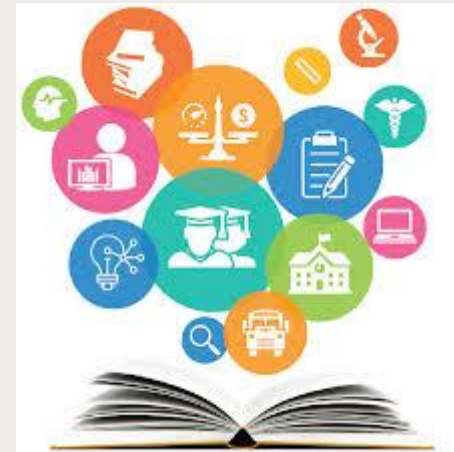


Title I Study Group

**Parent and Family
Engagement Policy**



LCAP Federal Addendum



Review Session I

LCAP Federal Addendum

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

LEA name: _____
For which ESSA programs will your LEA apply?

Los Angeles

CDS code: _____

1984730

Link to (optional): _____
(Provide link.)

Title I, Part A

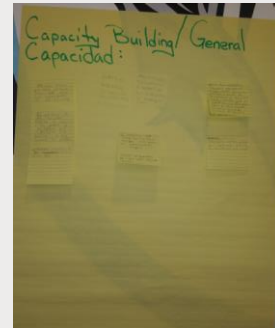
In the

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)
Describe how the LEA will carry out its responsibility under Section 1111(d).
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1111.

THIS ESSA PROVISION IS ADDRESSED BELOW:

The Los Angeles Unified School District is comprised of various student culture groups, with 74% of the District's students of Latino background, 8.8% are White, 8.4% are African-American, 6% are Asian, 5.0% are Pacific Islander descent, and 0.02% are American Indian/Alaskan Native. In all, 84 languages other than English are spoken in L.A. Unified schools. In addition, the District has 157,610 students who are learning to speak English proficiently. Their primary languages are Spanish (52.5% of English learners), American (1.1%), Korean (1%), Tagalog, Cantonese, Arabic, Vietnamese and Russian, each accounting for less than 1% of total. The District also has more than 7,000 foster care students. In order to implement effective parent and family engagement as described under Section 1111, supporting the rich diversity of the District's students, the LAUSD will employ multiple strategies. Research has shown that authentic parent and family engagement and support must occur closest to the school for the strongest impact on student achievement. (Leynes, William, The Relationship Between Parental Involvement and Urban Secondary School Academic Achievement, 2007) Therefore, the District will make sure that all family engagement focuses on students and their

On June 12, 2018, the Los Angeles Unified School District Board of Education approved the new Title I Parent and Family Engagement Policy and the LCAP Federal Addendum.



Policy

Every Student Succeeds Act of 2015
LAUSD Title I Parent and Family Engagement Policy

Mandate A: Involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The District will involve parents in the joint development of LAUSD's Local Educational Agency (LEA) Plan through the Title I Parent Study Groups and the Title I Focus Group. Recommendations from parents about the Local Educational Agency Plan will be published annually.

The District will issue the following directives, tools and trainings to ensure schools have the necessary information they need to effectively engage and communicate with parents in the plan writing process associated with school support and improvement:

- District Policies on School Committees and Councils and Title I related mandates: Provides schools with operating guidelines and federal requirements for School Site Councils, English Learner Advisory Committees and Title I requirements at school sites, requiring parent members on the School Site Council to be trained before the first official meeting.
- Title I Program and Budget Handbooks: Assists schools and parents in identifying allowable school expenditures to further assist involvement in the school planning and management process.
- School Experience: Provides an opportunity to give Data from the SES strategies to be implemented.
- School Site Council: To support meaning.
- Uniform Complaint: Who have complaint.
- School Data Comes: with a parent training including informal setting, and monitoring.

LAUSD Title I Parent and Family Engagement Policy

■ **Mandate A:** Involve parents and family members in jointly developing the **local educational agency plan** under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

New change: **Local Educational Agency Plan** is now called the **LCAP Federal Addendum**. (The **LCAP** is the **Local Control Accountability Plan** outlines the District's plan that incorporates data and action steps for using the funds it receives from the state of CA to educate students.)






Inclusion Activity—Full Implementation of Parent and Family Engagement Policy

What would it

- Look like,
- Sound like and
- Feel like

if Family Policy was fully Implemented in....

- Our schools
- Partnerships with Parent and Staff
- Our Students' home

Parent and Community Services Servicios para Padres y Comunidad		
LAUSD's Parent and Family Engagement Policy will be reflected in <u>student's home</u> in the following ways: La Política de LAUSD para la participación de los padres y las familias será evidente en el <u>hogar del estudiante</u> por medio de las siguientes maneras:		
		

Continue the Review of the LAUSD Title I Parent and Family Engagement Policy

Title I

On June 12, 2018,
the Los Angeles
Unified School
District Board of
Education approved
the new Title I
Parent and Family
Engagement Policy

Policy

Every Student Succeeds Act of 2015 LAUSD Title I Parent and Family Engagement Policy

Mandate A: Involve parents and family members in jointly developing the local educational agency plan under section 1112, and the development of support and improvement plans under paragraphs (1) and (2) of section 1111(d).

The District will involve parents in the joint development of LAUSD's Local Education Agency (LEA) Plan through the Title I Parent Study Groups and the Title I Focus Group. Recommendations from parents about the Local Educational Agency Plan will be published annually.

The District will issue the following directives, tools and trainings to ensure schools have the necessary information they need to effectively engage and communicate with parents in the plan writing process associated with school support and improvement:

- District Policies on School Committees and Councils and Title I related mandates: Provides schools with operating guidelines and federal requirements for School Site Councils, English Learner Advisory Committees and Title I requirements at school sites, requiring parent members on the School Site Council to be trained before the first official meeting.
- Title I Program and Budget Handbook: Assists schools and parents in identifying allowable school expenditures to bolster parent involvement in the school review and improvement process.
- School Experience Survey (SES): Provides parents, students and school staff with an opportunity to give feedback on matters related to school climate and student learning. Data from the SES assists the District and schools in developing support and improvement strategies to be included in the Single Plan for Student Achievement.
- School Site Council Training Tools for Parents: Provides school staff with tools and training to support meaningful and balanced parent participation on the School Site Council.
- Uniform Complaint Procedure (UCP) Forms: Assists schools with providing UCPS to parents who have complaints and who need support.
- School Data Conversations with Parents and Families Training Tools: Provides school staff with a parent training module to increase parent awareness of available school data, including information about how school and student data can be used in plan writing, goal setting, and monitoring.



LAUSD Title I Parent and Family Engagement Policy – MANDATE F

- **Mandate F:** Involve parents in the activities of the schools served under this part, which may include establishing a parent advisory board comprised of a sufficient number and representative group of parents or family members served by the local educational agency to adequately represent the needs of the population served by such agency for the purposes of developing, revising, and reviewing the parent and family engagement policy.












How is LAUSD meeting this mandate?

In LAUSD we have a Title I Study Group to meet Mandate F.

To date: Total Parents 323

Sessions 1 x 6 Local District = 6 sessions as of 11-1-2018

<div>  <div> Los Angeles Unified School District Office of Parent and Community Services </div>  </div>					
Local District Title I Study Group 2018-2019 Calendar					
LD Central (LDC)	LD East (LDE)	LD Northeast (LDNE)	LD Northwest (LDNW)	LD South (LDS)	
 9:00 a.m. - 12:00 p.m. Meeting location: Lanterman Sped Center 2328 St. James Place (213) 749-8310	 9:00 a.m. - 12:00 p.m. Meeting location: LDE Office 2151 North Soto St Los Angeles CA 90032 (323) 224-3100	 9:00 a.m. - 12:00 p.m. Meeting location: Sylmar Leadership Academy 14550 Bledsoe St Sylmar CA 91342 (818) 367-1300	 9:00 a.m. - 12:00 p.m. Meeting location: LDNW Office 6621 Balboa Blvd. Conference Rm: South Van Nuys, CA 91406 (818) 654-3600	 9:00 a.m. - 12:00 p.m. Meeting location: LD South Office Professional Dev. Center (Aud.) 1208 Magnolia Ave. Gardena CA 90247 (310) 354-3400	
1	Monday October 22, 2018	Tuesday October 23, 2018	Friday October 5, 2018	Tuesday October 30, 2018	Wednesday October 10, 2018
2	Monday November 5, 2018	Wednesday November 28, 2018	Friday November 2, 2018	Tuesday November 27, 2018	Tuesday November 13, 2018
3	Monday January 14, 2019	Tuesday January 29, 2019	Friday January 18, 2019	Tuesday January 15, 2019	Tuesday January 8, 2019
4	Monday February 11, 2019	Tuesday February 26, 2019	Friday February 22, 2019	Tuesday February 26, 2019	Tuesday February 12, 2019 *Gardena High School
5	Monday March 18, 2019	Tuesday March 26, 2019	Friday March 22, 2019	Tuesday March 26, 2019	Tuesday March 12, 2019 *Gardena High School
6	Monday May 6, 2019	Tuesday April 23, 2019	Friday April 26, 2019	Tuesday April 30, 2019	Tuesday April 9, 2019

<div>  <div> Los Angeles Unified School District Office of Parent and Community Services </div>  </div>			
Title Los Angeles Unified School District Parent and Family Engagement Policy (BUL 6336.1) Local District Title I Study Group (LDTISG) at a Glance			
Timeline	Location/Dates	Time	Expectation/Presentations
October 2018	10/05/18: LD Northeast	9:00 am – 12:00 pm	LD TISG: Session 1 Activity: Parent Involvement vs Parent Engagement Participants will review and learn about the general
	10/10/18: LD South		
	10/22/18: LD Central		
	10/23/18: LD East		
	10/25/18: LD West		
November 2018	10/30/18: LD Northwest		
	11/02/18: LD Northeast	9:00 am – 12:00 pm	May 2019 05/08/18: Office of Parent and Community Services 10:00 am – 1:00 pm LDTISG end of the year evaluation and LAUSD policies review. ➤ Review the LD TISG summary data sheets. <ul style="list-style-type: none"> • Grows and Glows • Identify areas of need and strategies for 2019-2020 ➤ Policy Review: <ul style="list-style-type: none"> • LCAP Federal Addendum • LAUSD Parent and Family Engagement Policy • TBD • TBD • TBD
	11/05/18: LD Central		
	11/13/18: LD South		
	11/27/18: LD Northwest		
	11/28/18: LD East		
	11/29/18: LD West		

*Gardena Senior High School 1301 W. 182nd Street - Gardena, CA 90248



Revised: 5



Evaluate the Implementation of Mandate F

- Based on what LAUSD is doing to meet this mandate and what you wrote in your notes, to what degree do you believe that the District has met **Mandate F**?






Office of Parent and Community Services
Local District Title I Study Group

Evaluating Implementation of LAUSD's Title I Parent and Family Engagement Policy (PFEP)
Mandate F

Based on the examples you saw in this presentation to what degree do you believe that the District has met **Mandate F**?

LAUSD has not met Mandate F. (1)	Mandate F has been somewhat met. (2)	Mandate F has been halfway met. (3)	Mandate F has been mostly met. (4)	LAUSD has met Mandate F. (5)
---	---	--	---	---------------------------------------

Comments (Optional):



LAUSD Title I Parent and Family Engagement Policy - **MANDATE B**

- **Mandate B:** Provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the local educational agency in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance, which may include meaningful consultation with employers, business leaders, and philanthropic organizations, or individuals with expertise in effectively engaging parents and family members in education.



How is LAUSD meeting this mandate?



By coordination, technical assistance, and building capacity with support from LAUSD Offices.....

- Federal State Educational Programs (FSEP) Office
- Multilingual and Multicultural Education Department (MMED) Office's
- Student Health and Human Services (SHHS)
- Information Technology Division (ITD)
- Division of Instruction



How is LAUSD meeting this mandate?

By coordination, technical assistance, and building capacity with support from LAUSD Offices.....



The Office of Parent and Community Services will

- Train all Parent and Community Engagement (PACE)
- Coordinate the Volunteer Program
- Additional technical support to Local District
- Develop modules to support family engagement

Los Angeles Unified School District website screenshot. The left sidebar contains a list of links, with 'California Content Standards' circled in yellow. A yellow arrow points from this link to a box titled 'Printable Guides to the Standards:' which lists the following resources:

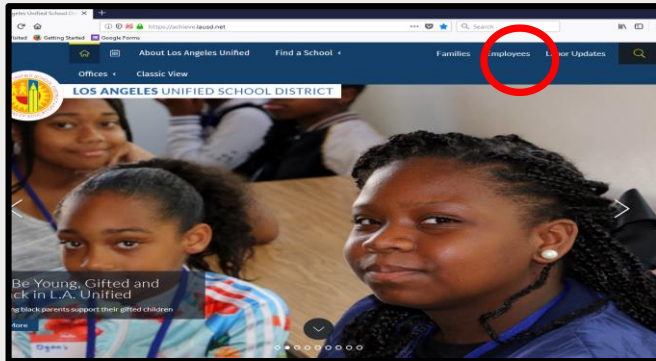
- Council of Great City Schools Parent Roadmaps for K-12 Mathematics English Spanish
- Common Core flyers from California Department of Education English & other languages
- Parents' Guide to Student Success English Two Page Spanish Guides Four Page Spanish Guides
- Common Core Communication Tools Multiple Languages



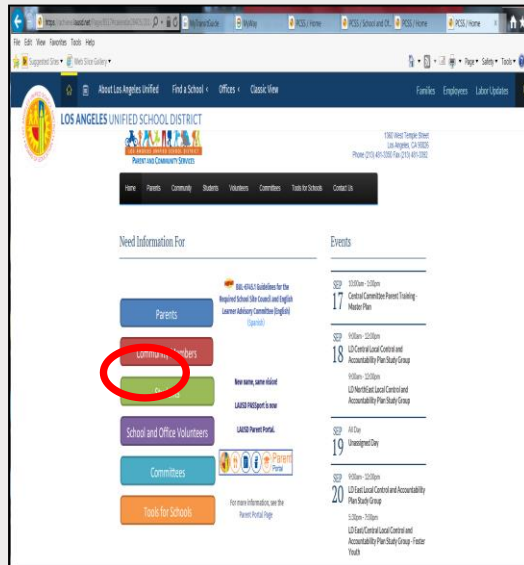
Online Resources

Step 1: Go to LAUSD.net

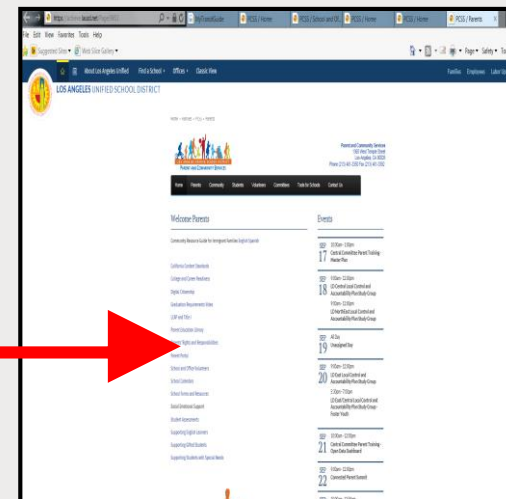
Step 2: Click on Family



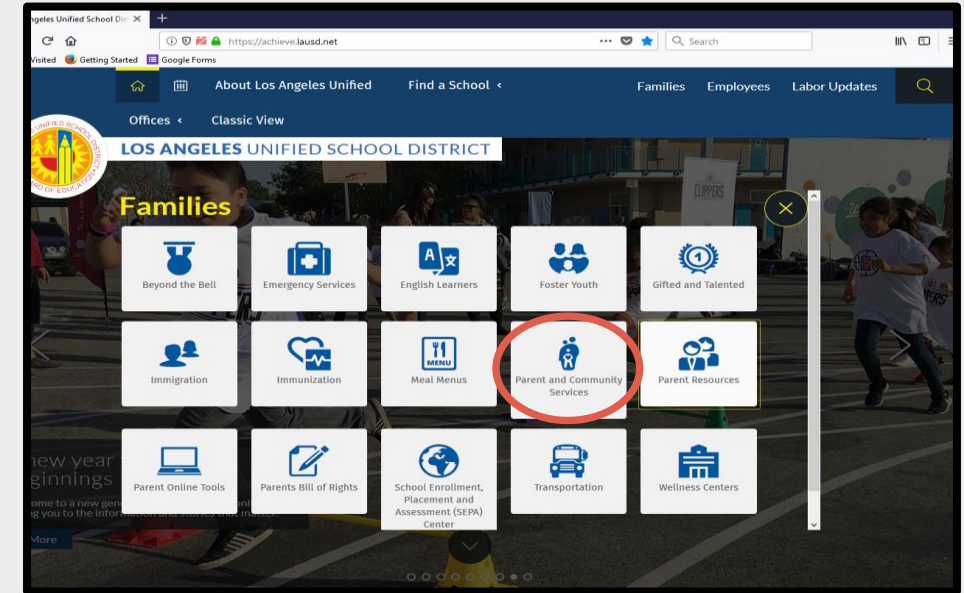
Select area of interest.



If you click on Parent you will see this page.



Step 3: Click on Parent and Community Services



<https://achieve.lausd.net>



Example of Tools available for Staff to present to Parents



Welcome Families



Welcome LAUSD families! We are dedicated to keeping the families of LAUSD connected with the latest resources and information needed to support their children's education and lifelong success.

YOU ARE OUR PARTNERS. At LAUSD, schools and families are working together to ensure all students are college-prepared and career-ready. Together we can equip our students with the foundation of skills needed for the 21st century.

Welcome Families

- [Parent and Community \(PCS\)](#)
- [LAUSD Parent Portal](#)
- [Parent Resources](#)
- [Parents' Bill of Rights](#)
- [Forms and Policies](#)
- [School Volunteer Program](#)
- [Your Benefits Now -- L.A. Department of Public Social Services](#)
- [Tools For Schools](#)
- [Contact PCS](#)

LOS ANGELES UNIFIED SCHOOL DISTRICT

Home > Families > Employees Only > Employees Only

Parent and Community Services
1360 West Temple Street
Los Angeles, CA 90026
Phone (213) 481-3350 Fax (213) 481-3392

Home Parents Community Students Volunteers Committees Tools for Schools Contact Us

Welcome Employees

California Content Standards



LOS ANGELES UNIFIED SCHOOL DISTRICT

Parent Portal

School Experience Survey

Title I

School and Office Volunteers

English Learner Advisory Committees

Events

OCT 17 9:00am - 12:00pm LD NorthEast Local Control Accountability Plan Study Group

OCT 19 9:00am - 12:00pm ELAC Convening LD West

OCT 20 8:00am - 11:30am SSC Training - LD Central

OCT 22 9:00am - 12:00pm Title I Study Group LD Central

OCT 23 8:00am - 12:00pm SSC Training LD South

OCT 24 8:00am - 12:00pm SSC Training LD South

View Calendar

LOS ANGELES UNIFIED SCHOOL DISTRICT

Parent and Community Services
1360 West Temple Street
Los Angeles, CA 90026
Phone (213) 481-3350 Fax (213) 481-3392

Home Parents Community Students Volunteers Committees Tools for Schools Contact Us

California Dashboard Presentation to Parents

Presentation English Spanish

Presenter's Guide With Notes English Spanish

CA Dashboard Flyer English Spanish

CA Dashboard Fast-Start Guide English Spanish

Status and Change Quick Guide 2017-2018 English

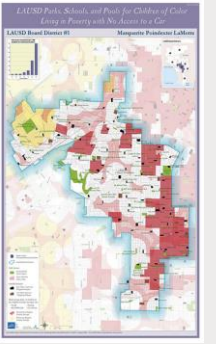
Title I Annual Meeting Resources

Events

- OCT 17 9:00am - 12:00pm LD NorthEast Local Control and Accountability Plan Study Group
- OCT 18 9:00am - 12:00pm ELAC Convening LD Central
- OCT 18 9:00am - 12:00pm LD West Local Control and Accountability Plan Study Group

How is LAUSD meeting this mandate?

By coordination, technical assistance, and building capacity with support the Local Districts...



- **Local District PACE Team will provides the following:**
 - Training to school personnel on a regular basis.
 - Support all LAUSD initiatives and policies regarding parent and family engagement
 - Workshops provided to parents at selected schools
 - Responding to specific parent concerns and inquiries for support



How is LAUSD meeting this mandate?



By coordination, technical assistance, and building capacity with support the Local Districts...

- Add slides from Local District

Evaluate the implementation of Mandate B

- Based on the examples you saw in this presentation and what you wrote in your notes, to what degree do you believe that the District has met **Mandate B**?






Office of Parent and Community Services
Local District Title I Study Group

Evaluating Implementation of LAUSD's Title I Parent and Family Engagement Policy (PFEPP)
Mandate B

Based on the examples you saw in this presentation to what degree do you believe that the District has met **Mandate B**?

LAUSD has not met Mandate B. (1)	Mandate B has been somewhat met. (2)	Mandate B has been halfway met. (3)	Mandate B has been mostly met. (4)	LAUSD has met Mandate B. (5)
---	---	--	---	---------------------------------------

Comments (Optional):



LAUSD Title I Parent and Family Engagement Policy, Mandate B and F



BREAK TIME

Please
return in 10
minutes!

**“AT THE END OF THE DAY, THE MOST
OVERWHELMING KEY TO A CHILD’S SUCCESS IS
THE POSITIVE INVOLVEMENT OF PARENTS.”**

JANE D. HULL

© Lifhack Quotes

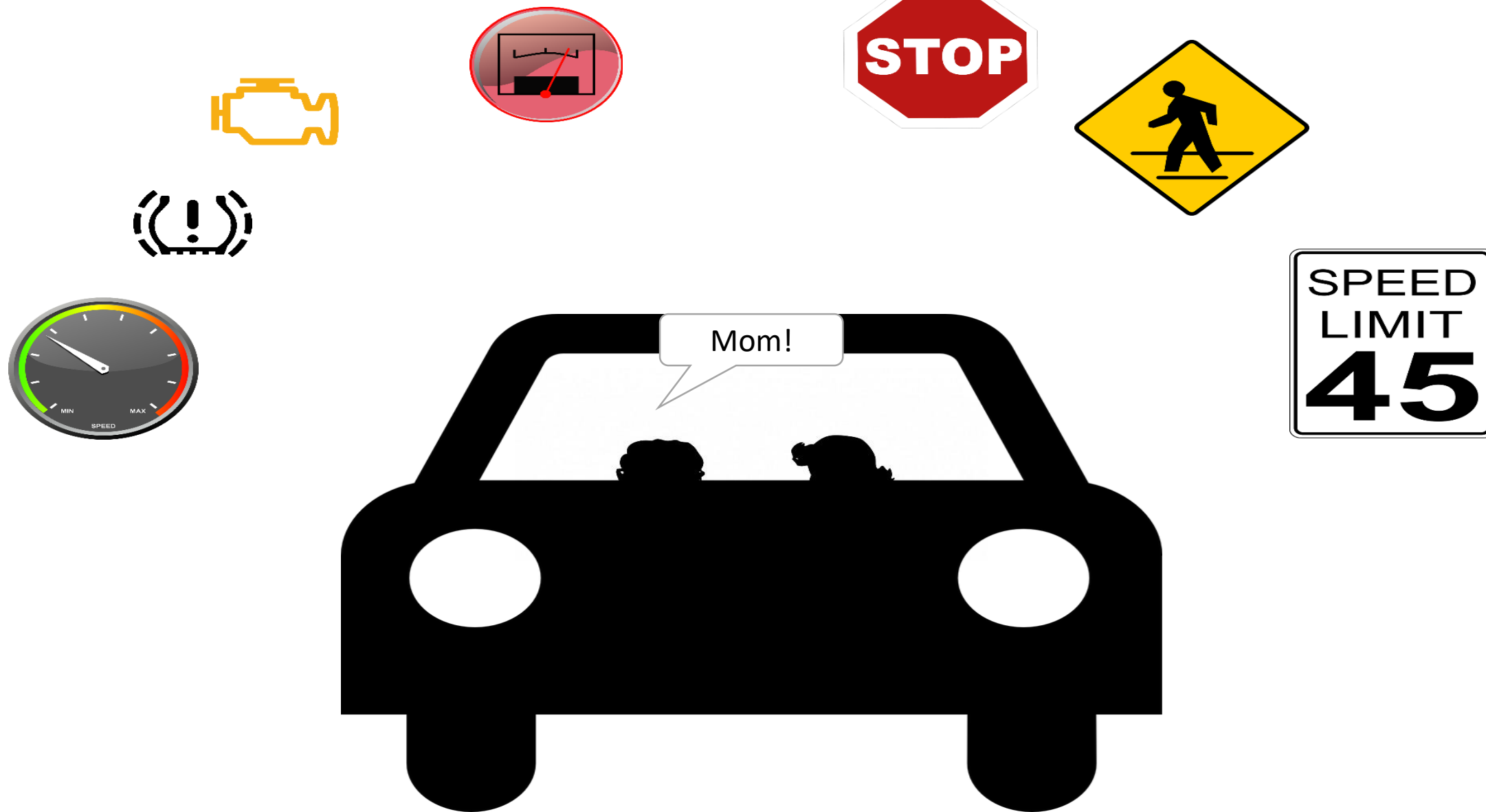


Driving Through the California Dashboard



Building awareness about the State's accountability system and updates for 2018,

<https://www.youtube.com/watch?v=-Y1mgcWIEEM>



What's NEW



- California's ESSA Plan was approved July 2018
- State updated the timeline for school accountability under ESSA
- New State policy related to school accountability under ESSA
 - Additional Criteria for College/Career Indicator
 - Chronic Absenteeism methodology
 - 1 year graduation rate and cut scores adopted (for DASS schools)
 - Developing a new look for California School Dashboard

Big Picture and Purpose

In 2013, California adopted **Local Control Funding Formula (LCFF)** and required districts write **Local Control and Accountability Plans (LCAP)** addressing eight state priorities

In 2015, federal **Every Student Succeeds Act (ESSA)** replaced No Child Left Behind Act (NCLB),

Beginning in 2017, California is merging state accountability (LCAP) and federal accountability (ESSA) into **one system**

Accountability System: What Is It and When Will It Begin?

2016-2017

Metrics Established

The California Dashboard is shared with districts and schools (no stakes attached).

California establish indicators
FOR school performance.

2017-2018

District and School Designations

California provides guidance on how to provide intervention and assistance.

Designation criteria will be established by September of 2017.

Districts will be identified by the '17-'18 school year. (LAUSD identified)

2018-2019

Intervention and Support

Districts will provide support and ensure that identified schools implement the required processes for improvement.

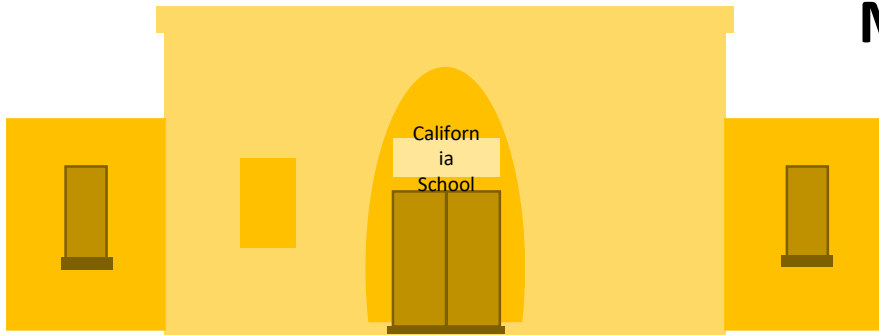
California will provide technical assistance to identified districts.

Defining School Performance

In the past, school performance was defined by a **single score**:

API 650, for example

Now, **multiple measures** are considered in capturing school's performance.



Multiple measures of School Accountability

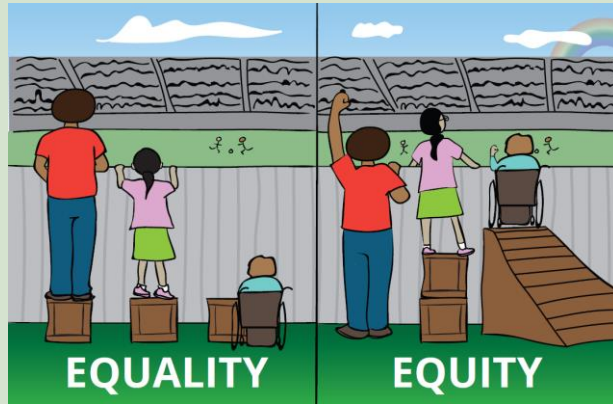
1. Suspensions (*All levels*)
2. English Learner Progress Indicator (*All levels*)
3. Academic Indicators in Math and English (*All levels*)
4. Chronic Absenteeism (*Elementary and Middle only*)
5. Graduation (*High School only*)
6. College and Career Indicator (*High School only*)

New State Accountability System

More Than A Single Number



Equity



Supports Local Decision-Making



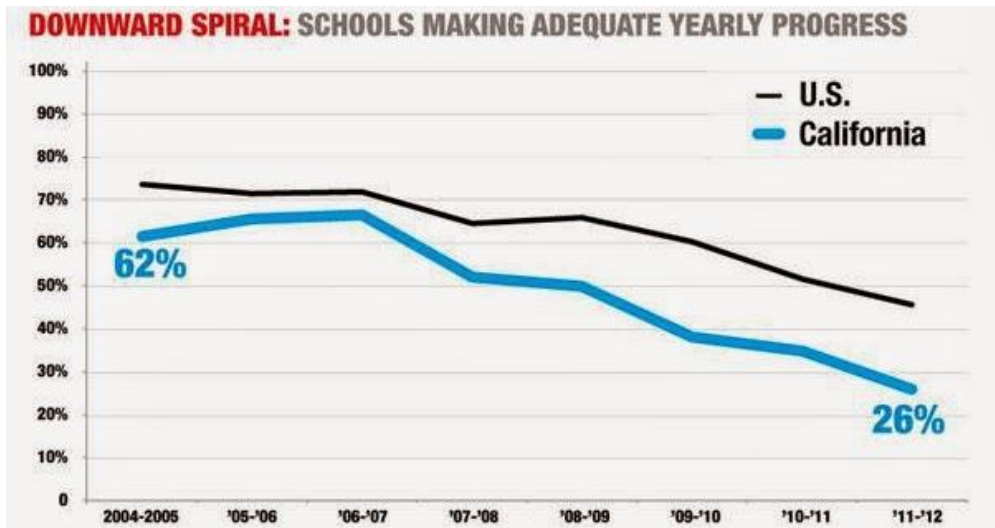
NOTE: This system has rolled out over time, and there are new stakes for schools beginning **2018-19**.

COMING ATTRACTION January 2019



PAST ACCOUNTABILITIES

- Program Improvements for not meeting Adequate Yearly Progress



UPCOMING ACCOUNTABILITIES

- Some schools will be identified for intervention
 - Comprehensive Support & Improvement- **CSI** (low-performing overall)
 - Additional Targeted Support- **ATS** (low-performing subgroup)
 - Targeted Support & Improvement- **TSI** (low-performing subgroup)

School Identification Criteria	Comprehensive Support & Improvement (CSI)	Additional Targeted Support (ATS)	Targeted Support & Improvement (TSI)
Frequency of identification	Every 3 years starting January 2019	Every 3 years starting January 2019	Annually starting January 2020
Criteria	<p>All students:</p> <ul style="list-style-type: none"> • All red indicators on the dashboard • All red but one indicator of any other color • All red or orange indicators • If 5 or more indicators, majority are red <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • 67% or lower 3 yr. average graduation rate 	<p>Subgroup(s) with at least 2 indicators:</p> <ul style="list-style-type: none"> • All red indicators on the dashboard • All red but one indicator of any other color • All red or orange indicators • If 5 or more indicators, majority are red 	Same as ATS, but for two consecutive years

College/Career Indicator Update: Two new measures will be added into the College/Career Indicator (CCI)		
Measure	Prepared if...	Approaching Prepared if...
State Seal of Biliteracy (SSB)	Earn SSB At least Standard Met in ELA	N/A
Leadership/Military Science	Completes at least 2 years of ROTC At least Standard Met in ELA or Math At least Standard Nearly Met in the other subject area	Completes at least 2 years of ROTC

California's Updated Timeline for Identifying Schools



Note: CSI and ATS will be identified every 3 years and TSI will be identified annually.

Comprehensive Support & Improvement (CSI)

Additional Targeted Support (ATS)

Targeted Support & Improvement (TSI)



Local Indicators

(for districts only, including affiliated charters)

Basic Conditions at a School – currently reported on SARC each year (Open October 29th – Dec. 7th)

- Williams Requirements, e.g., instructional materials sufficiency, appropriate teacher assignments, clean and functional facilities

Progress in implementing state standards

- To what extent has the district progressed in implementing the approved CA state standards

Parent engagement

- Seeking input from parents
- Promoting the participation of parents



<https://achieve.lausd.net/accountability>

School climate

- Local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness. Administered to students in at least one grade within the grade span(s) that the district serves.

State Indicators

(for schools and districts)

Academic

- Grades 3-8 scores on standardized tests, ELA and Math

English learner progress

- Annual progress on the CELDT + reclassified English learners in prior year

Graduation rate

- Four-year cohort graduation rate with the possibility of a five-year rate considered for '18-'19

Suspension rate

- in-school and out-of-school suspensions

College & career readiness

- for graduates in 4-year cohort: Grade 11 Smarter Balanced Assessment scores, Advanced Placement and International Baccalaureate tests, A-G completion with "C" or above, dual enrollment, career pathway completion with "C" or above

Chronic absenteeism

- Grades K-8, students attending 90% or less

Note: Alternative schools and special education centers will operate under a separate accountability system that is still being designed. Dashboard results for these schools will not be available until Fall 2018.

School Exit Criteria

- The school no longer meets the criteria used to identify the school
- AND***
- Status increases for the relevant indicators for the relevant student groups



If Schools Exit Criteria is Not Met within 4 Years

***Must meet exit criteria within 4 years of identification, at which points more rigorous interventions would be triggered.**

Required to partner with an external entity, agency or individual with capacity to **conduct in-depth review:**

- Needs assessment and root cause analysis
- New improvement plan with a program evaluation component and more rigorous monitoring

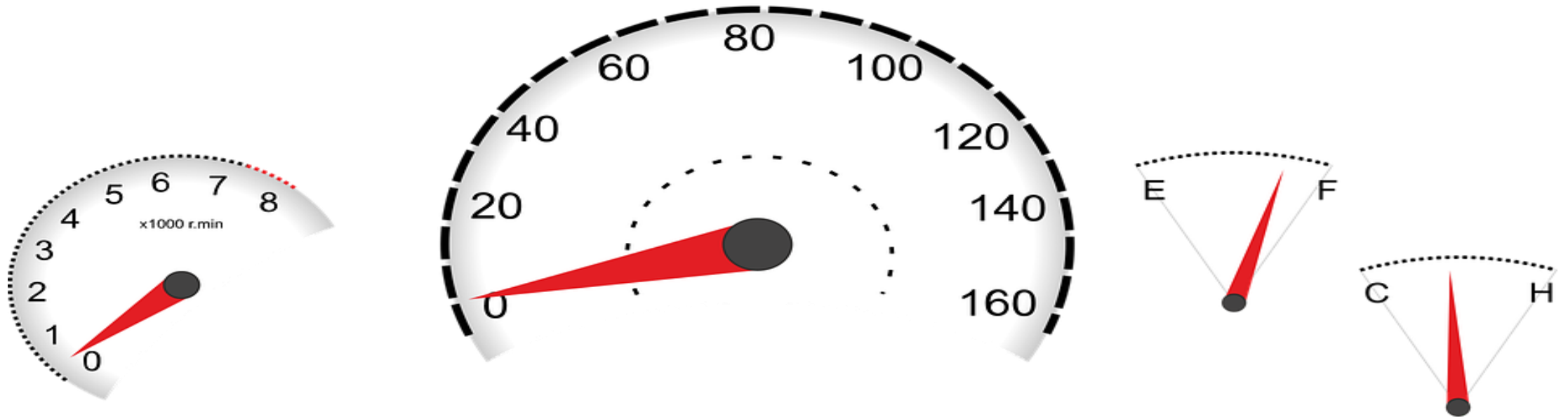


Turn to your Partner

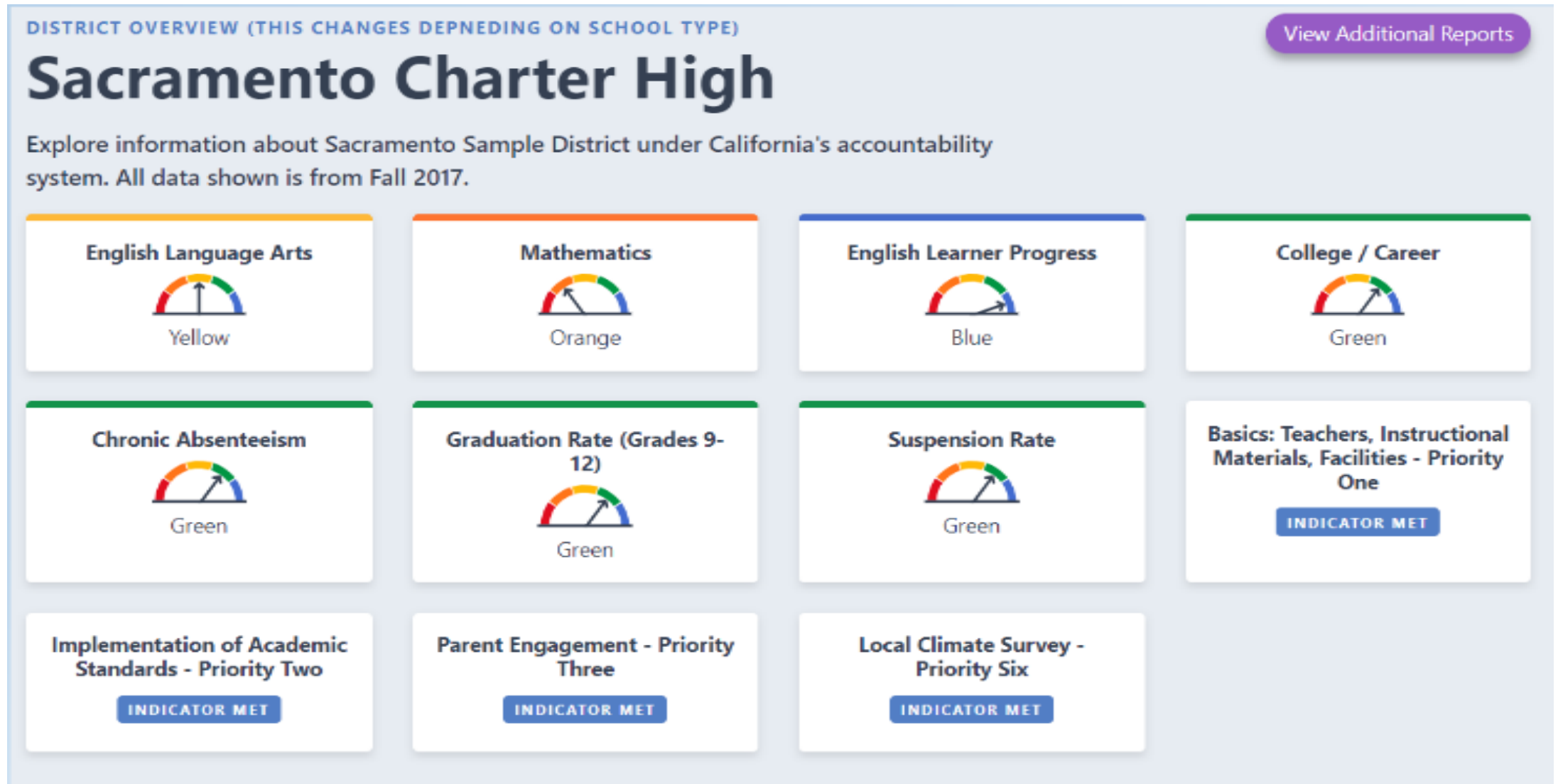
- How does this new accountability sound?
- What questions do you have?



How Are Results Reported?



New Look of the Dashboard



Performance Levels for State Indicators



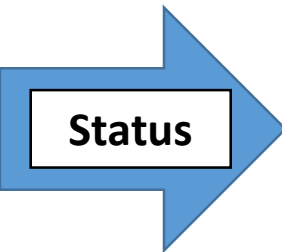
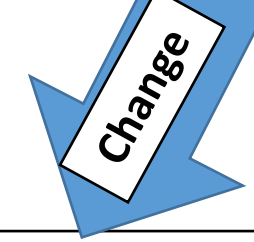
Performance levels are calculated using percentiles that combine **Status** and **Change** using a five-by-five colored table that produced 25 results represented by five colors.

Status → where we're at right now

Change → how much we improved, declined or if we've stayed the same

One Year Graduation Rate (DASS)

Graduating class must have n-size of 30 or more students to receive a performance level



	Declined Significantly by greater than 10%	Declined by 3% to 10%	Maintained declined or increased by less than 3%	Increased by 3% to less than 10%	Increased Significantly by 10% or greater
Very High 90% or greater	N/A	Blue	Blue	Blue	Blue
High 80% to less than 90%	Orange	Yellow	Green	Green	Blue
Medium 70% to less than 80%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 70%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

CALIFORNIA DASHBOARD

CURRENT MODEL

Student Group Report

Los Angeles Unified - Los Angeles County

Enrollment: 490,474 Socioeconomically Disadvantaged: 84% English Learners: 28% Foster Youth: N/A Grade Span: P-Adult Reporting Year: Spring 2017

Charter School: No

Equity Report Status and Change Report Detailed Reports **Student Group Report**

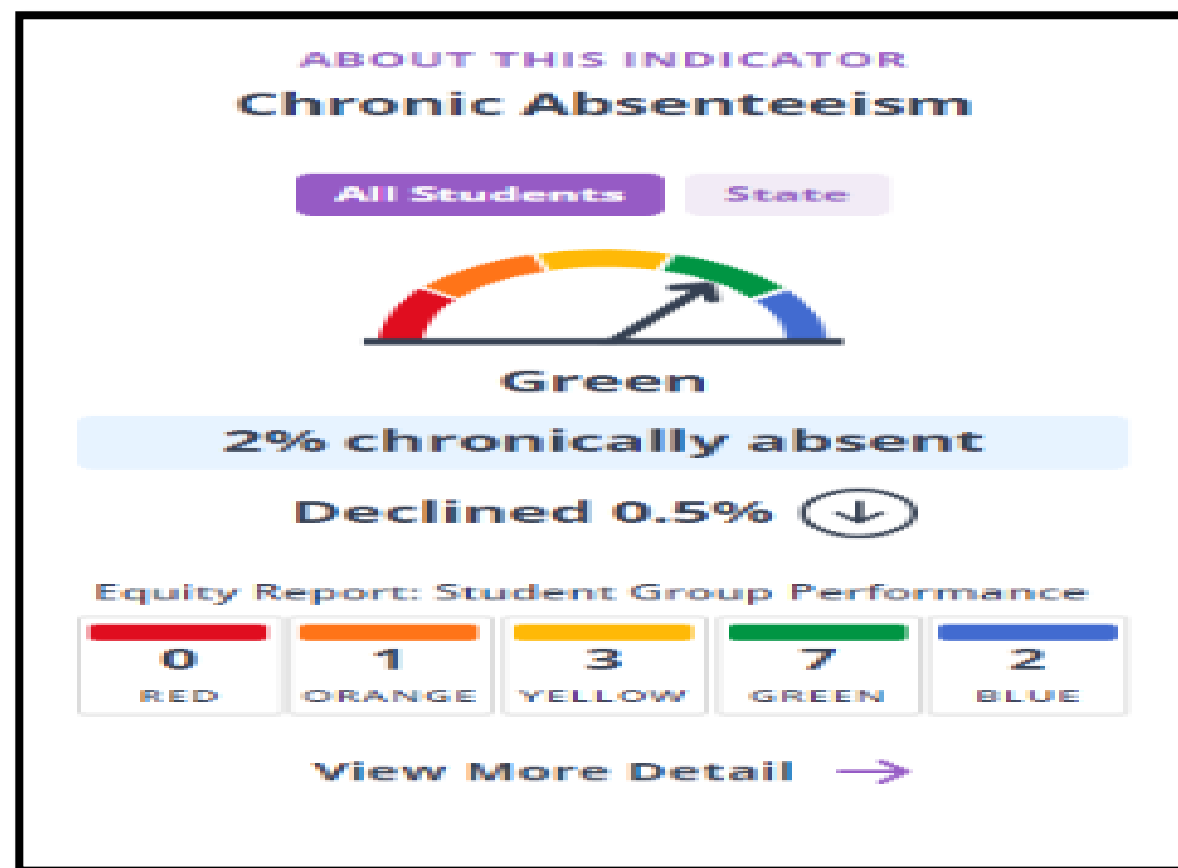
This report shows the performance levels for all students and for each student group on the state indicators. Select any of the underlined indicators for more detailed information.

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	American Indian	Asian	African American	Filipino	Hispanic	Pacific Islander	Two or More Races	White
Chronic Absenteeism		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>			N/A	N/A										
English Learner Progress (K-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>Graduation Rate (9-12)</u>			N/A	N/A										
<u>College / Career Available Fall 2017. Select for Grade 11 assessment results.</u>		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>			N/A	N/A										
<u>Mathematics (3-8)</u>			N/A	N/A										

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

NEW LOOK OF THE DASHBOARD— DECEMBER 2018



New Look of the Dashboard—December 2018

Student Group Details

All Student Groups by Performance Level

Total Number of Student Groups = 11|



Red

Students with
Disabilities

Socioeconomically
Disadvantaged



Orange

Asian

African
American

Two or More
Races



Yellow

Foster

American
Indian



Green

Homeless

Hispanic



Blue

Filipino

Pacific Islander

Where Will the Reports Be Available?

California School Dashboard: www.caschooldashboard.org



Need more information?

- Final State plan: <https://www.cde.ca.gov/re/es/>
- California State Board of Education www.cde.ca.gov/be

School Accountability and Identification

California will create reports for all schools across multiple measures.



Based on the results, some schools will be identified for intervention in two categories:

- **Comprehensive Support and Intervention** (overall low achievement)
- **Targeted Support and Intervention** (achievement gaps)







Exactly how the school will be identified, what interventions will be required, and how schools will demonstrate improvement will be determined before the 2018-2019 school year.



Questions?



Upcoming Learning Opportunities

<div>  <div> Office of Parent and Community Services CENTRAL DISTRICT COMMITTEE PARENT TRAINING FALL 2018 </div>  </div>		
August 28, 2018 ---	Central District Committee Training Institute Focus: Elementary Math and Science 10:00 a.m. – 11:00 p.m.	
September 17, 2018 ---	Central District Committee Training Institute Focus: 2018 MI and MI Master Plan Training #1 10:00 a.m. – 11:00 a.m.	
September 21, 2018 ---	Central District Committee Training Institute Focus: Open Data Portal Training 10:00 a.m. – 11:00 p.m.	
September 27, 2018 ---	Central District Committee Training Institute Focus: Elementary English Language Arts 10:00 a.m. – 11:00 p.m.	
October 8, 2018 ---	Central District Committee Training Institute Focus: Dynamics 10:00 a.m. – 11:00 p.m.	
October 10, 2018 ---	Central District Committee Training Institute Focus: 2018 MI and MI Master Plan Training #2 10:00 a.m. – 11:00 a.m.	
October 12, 2018 ---	Central District Committee Training Institute Focus: MI/MIAC/Interview Assessment 10:00 a.m. – 11:00 p.m.	
November 1, 2018 ---	Central District Committee Training Institute Focus: BP 10:00 a.m. – 11:00 p.m.	
November 15, 2018 ---	Central District Committee Training Institute Focus: MI and MI Master Plan Training #3 10:00 a.m. – 11:00 a.m.	
November 30, 2018 ---	Central District Committee Training Institute Focus: Dashboard 10:00 a.m. – 11:00 p.m.	
December 4, 2018 ---	Central District Committee Training Institute Focus: Multi-Tiered Systems of Support 10:00 a.m. – 11:00 p.m.	

Local District
Parent
Engagement
activities

Thank you for engaging in this work with your
Local District Parent and Community Engagement
(PACE) unit.

