

Local District Title I Study Group

Session 3



Parents



Welcome and Updates



WORKING AGREEMENTS



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

Session 3 Agenda



- Welcome and Update
- Norms
- History of the Elementary and Secondary Education Act
- Review/Evaluate Mandate D of the Title I Parent and Family Engagement Policy
- Inclusion Activity
- School Plan for Student Achievement (SPSA)
 - Understand the main components of the SPSA
 - How the School Site Council develops the School Plan for Student Achievement (SPSA)
 - How to find your school's SPSA online

Session Review

Session 1 (323 Title I Participants)

- Provided Recommendations on the Parent and Family Engagement Section of the LCAP Federal Addendum
 - Communication
 - Collaboration
 - Capacity Building
- Reviewed/Evaluated Mandate **A** of the LAUSD Parent and Family Engagement Policy



Session 2 (262 Title I Participants)

- Reviewed/Evaluated Mandate **B** and Mandate **F** of the LAUSD Parent and Family Engagement Policy
- Received information regarding the CA School Dashboard
 - Defined School Performance and learned about the Updated Timeline for Identifying Schools

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





History of the Elementary and Secondary Education Act



1965
Elementary
and
Secondary
Education
Act (ESEA)



1994
Improving
America's
Schools
Act (IASA)



2001
No Child
Left Behind
Act (NCLB)



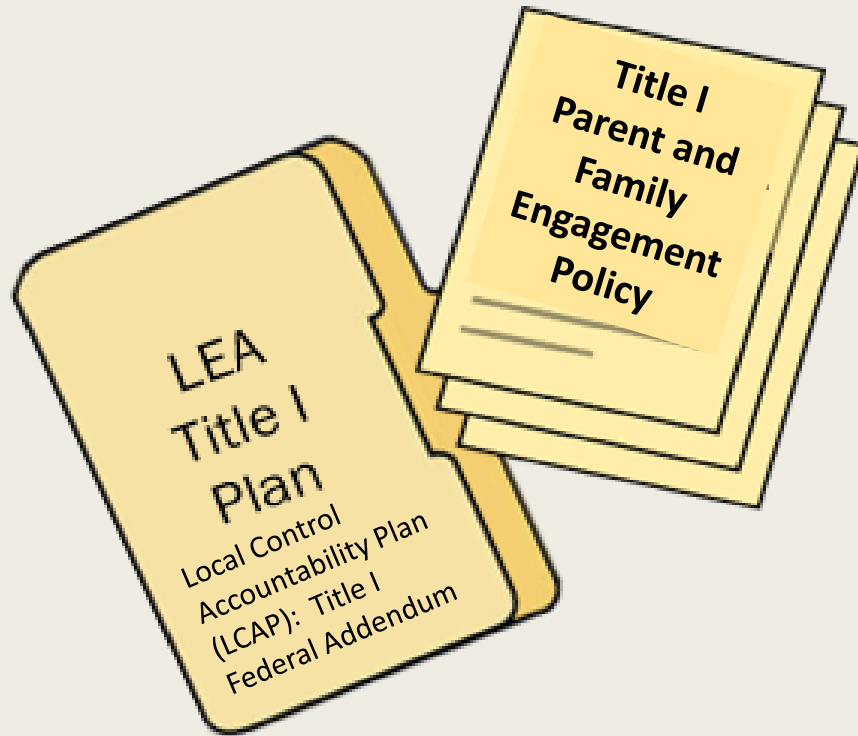
2015
Every
Student
Succeeds
Act (ESSA)

What is the goal of Title I?

Title I provides **extra** instructional services and activities to support students identified as failing, or at risk of failing, the state's challenging performance standards in mathematics, reading, and writing.



LEA Plan and District/School Parent and Family Engagement Policies



- Districts write a District Title I Parent and Family Engagement Policy, with the contribution of parents, that aligns with the LEA Plan, which is now the Local Control and Accountability Plan (LCAP) Federal Addendum.
- Schools also participate in a similar process with their School Plan for Student Achievement and School Title I Parent and Family Engagement Policy.

LAUSD Title I Parent and Family Engagement Policy

Mandate D: Conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of the parent and family engagement policy in improving the academic quality of all schools served under this part, including identifying—

- (i) barriers to greater participation by parents in activities authorized by this section (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background);
- (ii) the needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
- (iii) strategies to support successful school and family interactions.



Barriers to Greater Participation



The form is titled "Barriers to greater participation Feedback" and features a decorative border. It contains two questions, each followed by seven horizontal lines for writing.

**Barriers to greater participation
Feedback**

How did you hear/learn about meetings or trainings at your Local District or school?


How would you like to receive communication from your schools about parent workshops?

Please take 5 minutes to answer the following two questions:

1. How did you hear/learn about meetings or trainings at your Local District or school?
2. How would you like to receive communication from your schools about parent workshops?


2014-2017 Title I Study Group Parent Feedback

How did you hear/learn about meetings or trainings at your Local District or school?

 Los Angeles Unified School District Title I Study Group Feedback			
For the last three years, parents have been asked: How did you hear/learn about meetings or trainings at your Local District or school? <i>¿Cómo se enteró acerca de las reuniones o capacitaciones en su Distrito Local o escuela durante el año escolar?</i>			
	2014-2015	2015-2016	2016-2017
Flyer or poster <i>Hoja informativa o cartel</i>	25%	19%	22%
School calendar* <i>calendario escolar</i>	--	17%	15%
School Newsletter <i>boletín informativo escolar</i>	20%	13%	12%
School/District staff told me <i>Me dijo el personal escolar o del distrito</i>	18%	11%	8%
Blackboard Connect™/Robo-call™ <i>Llamadas automáticas</i>	17%	12%	14%
Personal phone call <i>Llamadas telefónicas en persona</i>	10%	10%	11%
District/School website <i>Sitio de Internet de la escuela o del distrito</i>	7%	5%	3%
Friend or colleague told me <i>Me dijo un(a) amigo(a) o colega</i>	3%	5%	5%
Text message from school or District* <i>Mensaje de texto de la escuela o distrito</i>	* based on parent feedback, this category was added in 2016/ en base a las aportaciones, se agregó esta categoría en el 2016	3%	3%
E-mail from school or District* <i>correo electrónico de la escuela o distrito*</i>		3%	4%
Social Media (ex Facebook, Twitter)* <i>Plataformas sociales (p. ej. Facebook, Twitter)</i>		2%	3%

2016-2017 Title I Study Group Parent Feedback

How would parents like to receive communication from their schools about parent workshops?

 Los Angeles Unified School District Title I Study Group Feedback		
In 2016-2017, parents were asked how they would like to receive communication from their schools about parent workshops. This table shows the difference between how schools currently communicate and how parents would like to receive communication about parent workshops from schools. <i>En el año 2016-2017, se les preguntó a los padres cómo quisieran que la escuela se comunicará con ellos para informarlos acerca de los talleres para padres. Esta tabla muestra la diferencia en cómo se comunican las escuelas y cómo los padres quisieran recibir información de las escuelas acerca de los talleres de padres.</i>		
	How did your school communicate with you?/ <i>¿Cómo se comunica la escuela con usted?</i>	How would you like your school to communicate with you? / <i>¿Cómo quisiera que la escuela se comunicará con usted?</i>
Flyer or poster <i>Hoja informativa o cartel</i>	22%	17%
School calendar <i>calendario escolar</i>	15%	10%
School Newsletter <i>boletín informativo escolar</i>	12%	10%
School/District staff told me <i>Me dijo el personal escolar o del distrito</i>	8%	4%
Blackboard Connect/"Robo-call" <i>Llamadas automáticas</i>	14%	11%
Personal phone call <i>Llamadas telefónicas en persona</i>	11%	16%
District/School website <i>Sitio de Internet de la escuela o del distrito</i>	3%	4%
Friend or colleague told me <i>Me dijo un(a) amigo(a) o colega</i>	5%	1%
Text message from school or District <i>Mensaje de texto de la escuela o distrito</i>	3%	17%
E-mail from school or District <i>correo electrónico de la escuela o distrito</i>	4%	5%
Social Media (ex Facebook, Twitter) <i>Plataformas sociales (p. ej. Facebook, Twitter)</i>	3%	5%

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

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

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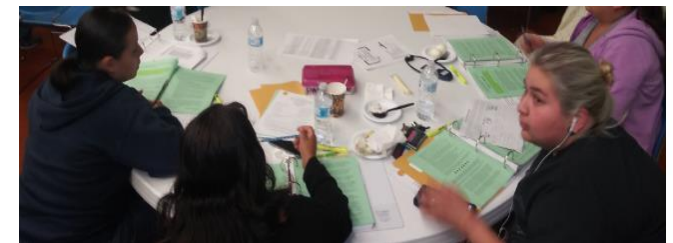
Please review the bullets that outline **what the District will do to address this mandate.**



Page 6 Mandate D

Step 1: Highlight what you see happening at your school.

Step 2: Share what you highlighted.



Evaluate the Implementation of Mandate D

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 D

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

LAUSD has not met Mandate D. (1)	Mandate D has been somewhat met. (2)	Mandate D has been halfway met. (3)	Mandate D has been mostly met. (4)	LAUSD has met Mandate D. (5)
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Comments (Optional):

Office of Parent and Community Services

To what degree do you believe that the District has met **Mandate D**?

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

Inclusion Activity


 Recipe for a GREAT School
Receta para una GRAN Escuela 

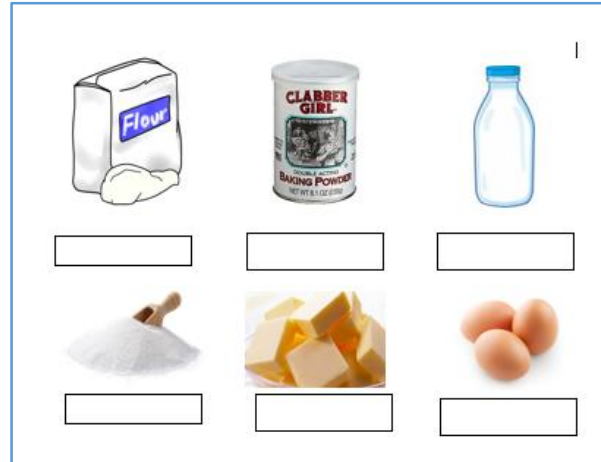
Serves/Consumidores: _____

Ingredients/Ingredientes:


- _____
- _____
- _____
- _____
- _____
- _____

Preparation Time/Tiempo de preparación:





Recipe for a GREAT School/*Receta para una GRAN Escuela*

Serves/Consumidores: _____ 

Ingredients/Ingredientes:

Preparation Time/Tiempo de preparación:

January 2019

- What are the ingredients that go into a great school?
- How many does it serve?
- How long does it take to prepare?

Break



BREAK TIME

Please
return in **5**
minutes!

The goal of education is
the advancement of
knowledge and the
dissemination of truth.

John F. Kennedy

Building Capacity: School Plan for Student Achievement (SPSA)



Key Question

Why is a School Plan for Student Achievement required?

- **State Education Agencies** (SEAs) are required to submit a plan to the federal government that describes their state's learning expectation for all students and how they plan to measure progress.
- **The Federal Government** awards Title I funds to SEAs based on various income formulas.
- **Local Education Agencies** identify eligible schools and distribute Title I funds accordingly.
- **Schools** are required to use Title I funds to support at-risk students, which can include targeted assistance programs and schoolwide initiatives. This requires that schools write a plan that outlines supplemental programs and services that will be implemented to increase student achievement.

Outcomes



Understand the main components of the SPSA



Understand how the SPSA is developed



How to find your school's SPSA online



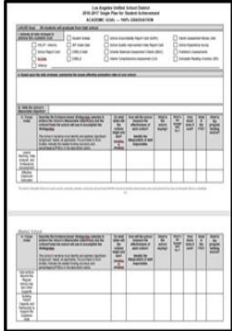
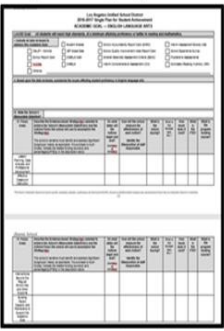
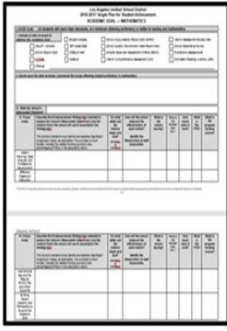
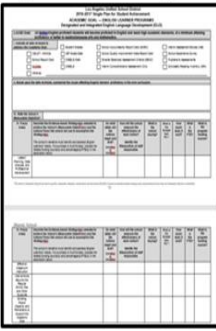

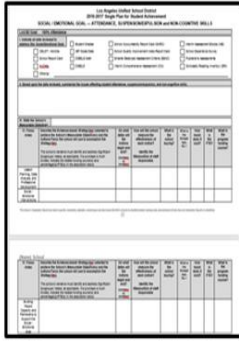
School Plan for Student Achievement (SPSA)

What: The SPSA is a written plan that creates a program to improve student achievement using federal funds.

Why: The purpose of the SPSA improve academic achievement of students at risk of not meeting grade-level standards.

When: The SPSA is developed yearly by the School Site Council.

in Components

100% Graduation	English Language Arts	Mathematics	English Learner Programs
			
Culture and Climate	Social/Emotional		
			

Goals & Objectives

- 100% Graduation
- English Language Arts
- Mathematics
- English Learner Programs
- Culture and Climate
(special emphasis on Parent and Family Engagement)
- Social/Emotional



School Plan for Student Achievement

THE SCHOOL
SITE COUNCIL

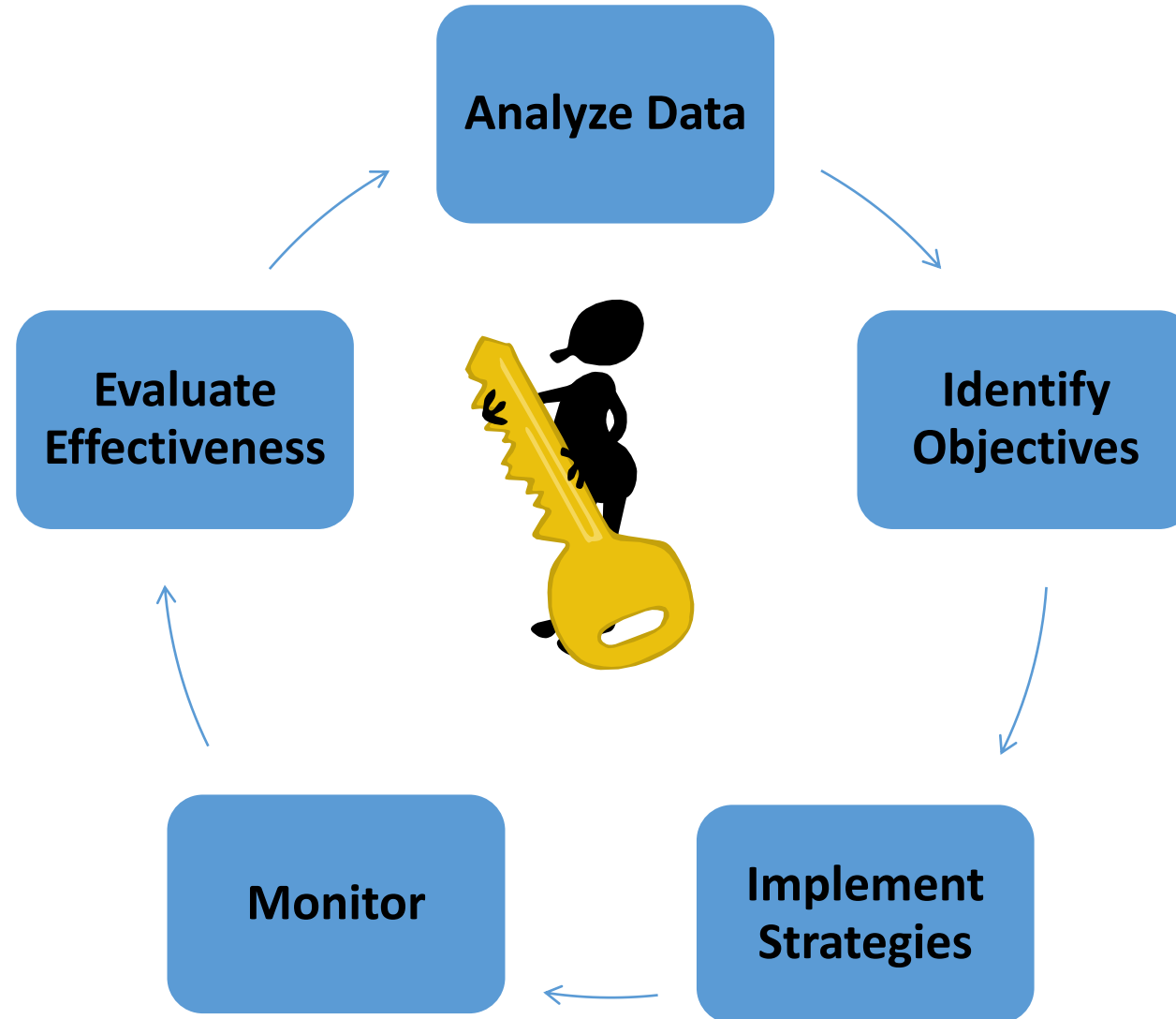
WRITES THE
SINGLE PLAN
FOR STUDENT
ACHIEVEMENT
(SPSA).



- Involves school community in a thoughtful planning process for assessing student needs and ensuring that students succeed
- Evaluates how well current plan activities and program expenditures are working
- Determines focus for future plan activities and program expenditures
- Supports the continuous improvement cycle



SPSA: Continuous Improvement Cycle





- I. Are plan objectives being achieved?**
- II. Are strategies and actions being fully implemented (if not, what are the barriers)?**
- III. Which strategies are effective for improving student achievement? Are any ineffective?**
- IV. Is the plan working?**
- V. What's your evidence?**
- VI. Based on results, what will you keep, change or eliminate in the SPSA plan?**



Pair Share Activity



Your elbow partner is the person who is seated to your right.

Activity

Step 1: Identify which SPSA Evaluation Question, you believe is the most important during this process.

Step 2: With your elbow partner, take a minute to share the reason why you chose that question.



Important Plan Questions

(Name) School

Los Angeles Unified School District
2016-2017 Single Plan for Student Achievement
ACADEMIC GOAL — 100% GRADUATION

LAUSD Goal: All students will graduate from high school.

I. Indicate all data reviewed to address this Academic Goal:

<input type="checkbox"/> Student Grades	<input type="checkbox"/> School Accountability Report Card (SARC)	<input type="checkbox"/> Interim Assessment Blocks (IAB)
<input type="checkbox"/> CELDT / AMAOs	<input type="checkbox"/> IEP Goals Data	<input type="checkbox"/> School Quality Improvement Index Report Card
<input type="checkbox"/> School Report Card	<input type="checkbox"/> DIBELS Math	<input type="checkbox"/> School Experience Survey
<input type="checkbox"/> MyData	<input type="checkbox"/> Smarter Balanced Assessment Criteria (SBAC)	<input type="checkbox"/> Publisher's Assessments
<input type="checkbox"/> Other(s):	<input type="checkbox"/> DIBELS	<input type="checkbox"/> Interim Comprehensive Assessment (ICA)
		<input type="checkbox"/> Scholastic Reading Inventory (SRI)

II. Based upon the data reviewed, summarize the issues affecting graduation rates at your school:

III. State the School's Measurable Objective:

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <small>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</small>	On what dates will the Actions begin and end? <small>[mm/yy] to [mm/yy]</small>	How will the school measure the effectiveness of each Action? <small>Identify the title/position of staff responsible.</small>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Lesson Planning, Data Analysis, and Professional Development								
Effective Classroom Instruction								

I. Are the needs identified in the SPSA based on data?

II. Do the measurable objectives and strategies in the SPSA address students' needs?

III. Does the evidence show that the strategies are an effective way to help students?

IV. Are the strategies supplemental to the core program?

V. In light of limited resources, are the strategies the most impactful, efficient and direct way to help students succeed?

(Name) School

IV. Focus Areas	Describe the Evidence-based Strategy(ies) selected to achieve the School's Measurable Objective(s) and the Actions/Tasks the school will use to accomplish the Strategy(ies). <small>The school's narrative must identify and address Significant Subgroups' needs, as applicable. If a purchase is multi-funded, indicate the related funding source(s) and percentage(s)/FTE(s) in the description below.</small>	On what dates will the Actions begin and end? <small>[mm/yy] to [mm/yy]</small>	How will the school measure the effectiveness of each Action? <small>Identify the title/position of staff responsible.</small>	What is the school buying?	What is the Budget Item No.?	How much does it cost?	What is the FTE?	What is the program funding source?
Interventions Beyond the Regular School Day and Other Supports								
Building Parent Capacity and Partnership to Support the Academic Goal								



SPSA Strategies

These are some instructional strategies that might be used when writing the SPSA.

- **Identifying similarities and differences**
- **Problem solving**
- **Summarizing and note taking**
- **Reinforcing effort and providing recognition**
- **Homework and practice**
- **Collaborative learning**
- **Generating and testing hypotheses**
- **Using cues, questions, and advanced organizers**
- **Using non-linguistic representations**
- **Using graphic organizers**

How to Find Your School's SPSA Online





How to Find Your School's SPSA Online

- 1. Go to the LAUSD Home Page.**
 - Click on "Find-a-School"
- 2. Type your school's name.**
 - Click "Search"
- 3. Click on the school name that appears.**
- 4. The school will appear.**
 - Click "Single Plan for Student Achievement"
 - Click "Go"
- 5. The School Plan for Student Achievement will appear as a PDF file.**

Step 1

<http://home.lausd.net/>

The screenshot shows the Los Angeles Unified School District website. The header is dark blue with the LAUSD logo on the left and navigation links: Home, Calendar, About Los Angeles Unified, Find a School, and Offices. On the right, there are links for Families, Employees, and Labor Updates, along with a search icon. The main banner features a photo of students in a classroom. A white arrow points from a text box to the 'Find a School' link. Below the banner, there is a section titled 'Raising the Bar in STEAM Education' with a 'Read More' button. The footer contains links for Translate, En Español, and Sign In, as well as social media icons for Facebook and Twitter.

**Click on
Find-a-School**

**Raising the Bar in STEAM
Education**


Helping teachers better prepare students for high-tech careers

[Read More](#)

[Translate](#) [En Español](#) [Sign In](#)

Step 2





Los Angeles Unified School District
Investing in LAUSD

can't find something?
Search

S F E C [Email] [Phone] [Twitter] [Facebook] [YouTube]

Type school's name in box

School Directory
Instructions: Enter text in the text box below and/or select criteria in the pull-down menus (School Types, Local Districts, and Board Districts). You can select several values under each pull-down. To close a pull-down click on the Done button at the top left of the menu.
To return ALL school locations leave the search box blank, leave all the pull-downs unselected, and click the Search button.
Click [here](#) for the following school lists: K-12 School Listing, New Schools, Charter Schools, and Local Districts.
Note: To find the school that your child will attend based on your home address, use the [Resident School Identifier](#).

Next click "Search" button

Search for a school(s) by entering text in the textbox and/or selecting boxes in the categories below then click the Search button:

Q school name, school code, or zip code

Search Reset

SCHOOL TYPES LOCAL DISTRICTS BOARD DISTRICTS

© Los Angeles Unified School District
333 South Beaudry Ave., Los Angeles, California 90017
Phone: (213) 241-1000

[Terms of Use](#) | [Privacy Policy](#) | [Website Accessibility](#) | [Nondiscrimination Policy](#)

Step 3

School Directory

Instructions: Enter text in the text box below and/or select criteria in the pull-down menus (School Types, Local Districts, and Board Districts). You can select several values under each pull-down. To close a pull-down click on the Done button at the top left of the menu.

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Search for a school(s) by entering text in the textbox and/or selecting boxes in the categories below then click the Search button:

Q taft

Search Reset

SCHOOL TYPES LOCAL DISTRICTS BOARD DISTRICTS

Next click on school name

Found [Print Preview](#)

School Name	Location Code	Cost Center Code	Address	Phone	Grades	School Type	Local District	Board District
William Howard Taft Charter High School	8880	1888001	5481 WINNETKA AVE, WOODLAND HILLS, CA 91384	818-227-3600	9-12	SENIOR HIGH (REGULAR SCHOOL)	Northwest	4
William Howard Taft Charter High School G/HG/HA STEAM Magnet	7952	1888007	5481 WINNETKA AVE, WOODLAND HILLS, CA 91384	818-227-3600	9-10	MAGNET CENTER ON REGULAR CAMPUS (SENIOR)	Northwest	4

© Los Angeles Unified School District

333 South Beaudry Ave., Los Angeles, California 90017

Step 4



My navigation

Los Angeles Unified School District
Investing in LAUSD

can't find something? Search

S F L C [social icons]

Senior High

About Our School

Principal: [blank]
Grades: 9-12
Location Code: [blank]
Cost Center Code: [blank]
Local District: [blank]
Board District: [blank]
Board Member: Vacant
Detailed Information

link disclaimer

School Profile

The school calendar is: SINGLE-TRACK

Demographics

Click here and select your school to view Pedestrian Routes to School

Athletic Reports
Student Discipline Data Reports
School Plan for Student Achievement
Targeted Student Population (TSP) Plan

Performance Indicators

SAHRC
CAASIP - CDE
Data Summary Sheet
School Experience Survey Reports
Accountability
Learn more about the State Accountability system: California School Dashboard
California School Dashboard: Equity Report

School Budget Report

School Spending Report
School Budget Summary Report
School Budget Development Report

Click “+ Single Plan for Student Achievement”

My navigation

Los Angeles Unified School District
Investing in LAUSD

can't find something? Search

S F L C [social icons]

Menu

Senior High

About Our School

Principal: [blank]
Grades: [blank]
Location Code: [blank]
Cost Center Code: [blank]
Local District: [blank]
Board District: [blank]
Board Member: Vacant
Detailed Information

Address:
Telephone:
Fax: 323-568
All Legal Notices
Website: www.bellhs.org

link disclaimer

School Profile

The school calendar is: SINGLE-TRACK

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Click here and select your school to view Pedestrian Routes to School

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California School Dashboard: Equity Report

School Budget Report

School Spending Report
School Budget Summary Report
School Budget Development Report

selected a fiscal year:
2018-2019 Go

selected a fiscal year for SPSA Evaluation:
2018-2019 Go

Targeted Student Population (TSP) Plan

33

**Then click
“Go”**

(Name) School

Los Angeles Unified School District

Single Plan for Student Achievement

2018-2019
Implementation
(Name) School



Superintendent
Austin Beutner

Board Members
Mónica García, Board President
Dr. George McKenna
Scott Schmerelson
Nick Melvoin
Vacant
Kelly Gonez
Dr. Richard Vladovic



SWP Version:
181908062018

Step 5

**Your school's
2018-2019 SPSA
will download as a
*PDF file.***



Evaluation

<div></div> <div></div> <div>OFFICE OF PARENT AND COMMUNITY SERVICES OFICINA DE SERVICIOS PARA LOS PADRES Y LA COMUNIDAD EVALUATION LEARNING FORM/ EVALUACIÓN PARA APRENDER</div> <div>LD Logo</div>	
Please fill out this evaluation form./ Favor de llenar esta evaluación.	
Topics/Temas: Session 3 – Local District Title I Study Group/Sesión 3 – Grupo de Estudio de Título I	
Date/Fecha: January 2019/enero del 2019	
Today I learned/Hoy aprendí	
Most helpful/Lo más útil...	Least helpful/Menos útil...
I would like to know more about/Quisiera conocer más acerca de	Questions, Comments, Concerns/Preguntas, comentarios, preocupaciones

“For teachers, as for students, the most effective evaluation comes from someone who sits beside us and helps us grow.”

Carol Ann Tomlinson, “The Evaluation of My Dreams,” Educational Leadership, November 2012



Upcoming Learning Opportunities



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

**“Alone we can
do so little;
Together we can
do so much.”**

Helen Keller

