

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-sasd-jul21item01

**California State Board of Education
July 2021 Agenda
Item #06**

## Subject

Proposed Revisions of the Local Control Funding Formula Local Indicator Self-Reflection Tool for Priority 3 (Parent and Family Engagement).

## Type of Action

Action, Information

## Summary of the Issue(s)

California *Education Code* (*EC*)Section 52064.5(c) requires the State Board of Education (SBE) to adopt state and local indicators to measure performance in regard to each of the Local Control Funding Formula (LCFF) state priorities described in *EC* Section 52060(d). Based on this authority, the SBE began adopting self-reflection tools for local indicators in 2016. At the March 14, 2019 meeting, the SBE adopted a revised self-reflection tool for Priority 3 (Parental Involvement and Family Engagement) based on the recommended by the Ad Hoc Family Engagement Workgroup (Workgroup).

As part of this adoption, the SBE requested information about the first year of implementation of the self-reflection tool for Priority 3. The California Department of Education (CDE), in partnership with the Region 15 Comprehensive Center (R15 CC) and the Regional Educational Laboratory West (REL West), both at WestEd, conducted a formative analysis of the first year of implementation of the Priority 3 local indicator tool, based on an analysis of data reported in the 2019 Dashboard. The findings from the analysis of rating and narrative data were compiled into a study and shared with the SBE in an Information Memorandum in June 2021.

Based on lessons learned from the study and input provided by stakeholders, the CDE is recommending that the SBE adopt revisions to the self-reflection tool for Priority 3. The recommendations provide additional clarity for local educational agencies (LEAs) related to the process they are to use in reporting progress towards Priority 3 and to ensure that LEAs address each aspect of the narrative prompt.

## Recommendation

The CDE recommends that the SBE adopt the revisions to the local indicator self-reflection tool for Priority 3 (Parental Involvement and Family Engagement) proposed in Attachment 1.

1. Revise the instructions for the self-reflection tool to clarify that the ratings and narrative responses provided an LEA must be based on an analysis of stakeholder input and local data.
2. Revise the narrative prompt. The narrative prompt for each of the three sections currently requires an LEA to describe (1) its current strengths and progress, (2) its focus area(s) for improvement, and (3) how it will improve engagement of underrepresented families. Based on lessons learned from the report the CDE recommends that the current narrative prompt be broken out into three narrative prompts, with each prompt addressing a component of the current narrative prompt.
3. Require LEAs to provide an appropriate response within each field of the Dashboard.
4. Update Dashboard functionality related to the Priority 3 local indicator to:
	1. Establish business rules to avoid nulls and zeros in the ratings section and no responses (i.e. blank narrative boxes) in the narrative section; and
	2. Update the self-reflection tool in the Dashboard to incorporate revisions adopted by the SBE.

## Brief History of Key Issues

To meet the requirements of *EC* Section 52064.5, the SBE has approved standards for local indicators, i.e. indicators for which the state does not collect data, which support LEAs in measuring and reporting their progress within the appropriate priority area. The local indicators are as follows:

* Basic Services and Conditions (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities) (Priority 1)
* Implementation of State Academic Standards (Priority 2)
* Parental Involvement and Family Engagement (Priority 3)
* School Climate (Priority 6)
* Access to a Broad Course of Study (Priority 7)
* Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
* Coordination of Services for Foster Youth (Priority 10, for COEs only)

In January 2020, the SBE revised the performance standards for local indicators requiring that for each local indicator, LEAs:

* Annually measure its progress in meeting the requirements of the specific LCFF priority;
* Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP; and
* Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

LEAs that meet the SBE-approved performance standard for a local indicator identify the standard as “Met” in the Dashboard. LEAs that fail to meet the SBE-approved standard will be identified as “Not Met” or “Not Met for Two or More Years” in the Dashboard.

**Priority 3 Self-Reflection Tool**

The self-reflection tool for Priority 3 was first adopted by the SBE in January 2017 (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc> and <https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02a3addendum.doc>).

Revisions to the self-reflection tool were adopted by the SBE at its March 14, 2019 meeting (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>). As part of this adoption, the SBE requested information about the first year of implementation of the self-reflection tool for Priority 3.

The California Department of Education (CDE), in partnership with the Region 15 Comprehensive Center (R15 CC) and the Regional Educational Laboratory West (REL West), both at WestEd, conducted a formative analysis of the first year of implementation of the Priority 3 local indicator tool, based on an analysis of data reported in the 2019 Dashboard.

In January 2021, in partnership with the Parent Organization Network (PON), the CDE established the Family Engagement Network (FEN), which includes individuals representing advocacy groups (i.e. Families in Schools, Parent Teacher Home Visits, Californians Together, Black Parallel School Board), county offices of education, institutes of higher education, charter schools, districts, state agency partners (California Collaborative for Educational Excellence, State Board Staff). In its initial meeting, the FEN discussed the findings from PON’s January 2021 report, “Family Engagement in California: Strengths, Needs, and Trends Identified from the 2019 Priority 3 Self-Reflection Tool” ([PON Publications — Parent Organization Network (parentnetwork-la.org)](https://www.parentnetwork-la.org/pon-publications-1). During this meeting, the FEN also discussed the findings from the R15 CC and REL West report. The participants engaged in break out room activities and used Google Jam Boards to record their observations and questions based on the data from the two reports. The FEN’s observations, input, and questions informed the recommendations that are being proposed for board action in this item.

It was the CDE and PON’s intention to host one meeting of the FEN; however, the group expressed deep desire to continue to meet with the purpose of supporting capacity building of family engagement within LEAs throughout California. The FEN met again on March 26, 2021 and June 24, 2021. The topics of discussion during these two meetings explored the topics of reopening schools and the needs as related to family engagement. The FEN members also shared model practices.

In June 2021, the CDE presented an Information Memorandum to the SBE sharing the report of the study of the initial year of implementation of the Priority 3 (Parental Involvement and Family Engagement) Local Indicator Self-Reflection Tool <https://www.cde.ca.gov/be/pn/im/documents/jun21memosasd01.docx>.

## Summary of Previous State Board of Education Discussion and Action

In September 2016, the SBE approved the performance standards for all local indicators and the state indicators (except for the Academic Indicator), and the annual process for the SBE to review the rubrics to determine if updates or revisions are necessary (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In November 2016, the SBE approved tools for LEAs to determine progress on the local performance indicators for specific priorities within the LCFF statute. The self-reflection tools are for: Priority 1—Basic Services and Conditions at schools; Priority 6—School Climate; Priority 9—Coordination of Services for Expelled Students; and Priority 10—Coordination of Services for Foster Youth (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>).

In January 2017, the SBE approved the self-reflection tools for LEAs to determine progress on the local performance indicators for Implementation of State Academic Standards (Priority 2) and Parent Engagement (Priority 3) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>).

In March 2017, the SBE heard an update on the development of the new accountability system; an overview of alternative schools in preparation for the development of applicable indicators; a work plan for state indicator development; and an update on the local indicators—specifically, the work by the School Conditions and Climate Work Group ([http://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc](http://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item01.doc)).

Also, in November 2017 the SBE received a summary report of the work of the School Conditions and Climate Work Group (CCWG). The report included a synopsis of the framework recommendations including state- and LEA-level recommendations. The CCWG’s recommendations comprise both those that can be acted on with existing resources and authority and those for which additional resources and authority will be necessary to implement.(<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc>).

In February 2018, the SBE received the following Information Memoranda:

* Update on the Development of a Revised Self-Reflection Tool for the Local Performance Indicator for Local Control Funding Formula Priority 6, School Climate (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-feb18item01.docx>)

In March 2018, the SBE heard an update on the continuing development work of the Dashboard, including revisions under consideration for the 2018 Dashboard, and an update on the local indicators—specifically, the proposed revision to the self-reflection tool for Priority 6: School Climate. In addition, the SBE approved the tool for LEAs to determine progress on the local performance indicators for LCFF Priority 7: Access to a Broad Course of Study (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In March 14, 2019, the SBE approved the revised self-reflection tool for Priority 3 (Parental Involvement and Family Engagement) and directed LEAs to use the new tool for reporting in the 2019 Dashboard. Further, the SBE stated its desire to learn about the first year of implementation of the self-reflection tool, which LEAs used to report progress made towards Priority 3 (Parental Involvement and Family Engagement) in the 2019 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>).

In June 2021, the CDE presented an Information Memorandum to the SBE sharing the report of the study of the initial year of implementation of the Priority 3 (Parental Involvement and Family Engagement) Local Indicator Self-Reflection Tool <https://www.cde.ca.gov/be/pn/im/documents/jun21memosasd01.docx>.

## Fiscal Analysis (as appropriate)

None

## Attachment(s)

* Attachment 1: Summary of Proposed Revisions to the Self Reflection Tool for Priority 3 (Parental Involvement and Family Engagement) (2 Pages)
* Attachment 2: Self Reflection Tool for Local Control Funding Formula Priority 3: (Parental Involvement and Family Engagement) adopted in 2019 (8 Pages)
* Attachment 3: Proposed Self Reflection Tool for Local Control Funding Formula Priority 3 (Parental Involvement and Family Engagement), (9 Pages)

## Attachment 1: Summary of Proposed Revisions to the Self Reflection Tool for Priority 3 (Parental Involvement and Family Engagement)

### Introduction

The study of the initial year of implementation of the Priority 3 (Parental Involvement and Family Engagement) Local Indicator self-reflection tool provided valuable insight into the processes used by local educational agencies (LEAs) in determining and reporting their implementation of each of the 12 research-based practices identified in the tool and in responding to the narrative prompts.

### Summary of Findings Related to the Ratings

* In general, LEAs responded to the rating scale in each of the 12 practices; however, there were instances where some LEAs provided a rating of zero or the rating area was blank (i.e. a null rating).
* One-hundred and sixty of the 2,361 LEAs reported a rating of zero across the 12 practices; however, the tool did not have a zero rating. It is not clear why or how LEAs entered a zero.
* Two of the 2,361 LEAs did not report any ratings (i.e. null entry for each practice) but were able to enter text into the narrative box; however, the entry did not address the narrative prompt.
* The most commonly reported rating across the 12 practices was a rating of 4 (Full Implementation).

### Summary of Findings Related to the Narratives

* Of the 2,361 LEAs, 164 did not provide a narrative for Sections 1, 2, and 3. Within the stratified sample of 198 LEAs, there were 8 LEAs that did not provide any narrative response.
* While over 80 percent of 198 LEAs in the stratified sample described a strength and/or progress when responding to narrative prompts 1, 2 and 3, the requirement to identify one or more focus areas for improvement was, on average, addressed only 56 percent of the time.
* Less than half of the 198 LEAs in the stratified sample addressed the requirement as to how the LEA will improve the engagement of underrepresented families.
* Descriptions of engaging stakeholders varied greatly across the three narrative prompts; 76 percent of LEAs in the stratified sample described how they engaged stakeholders in Seeking Input for Decision Making (narrative 3), as compared to only 33 percent describing engaging stakeholders related to Building Relationships (narrative 1) and 29 percent for Building Partnerships for Student Outcomes (narrative 2).
* Less than half of LEAs described evidence to determine ratings/narratives.

For further information see:

* Pages 4 and 5 of Appendix D (Data and Methodology) in the report.
* Table AA (Comparison of Narrative Findings Across Three Sections) on page 47 of the report.

### Proposed Revisions

Based on these findings, the CDE recommends that the SBE adopt the following revisions to the Self-Reflection Tool for Priority 3 (Parental Involvement and Family Engagement):

1. Revise the instructions for the self-reflection tool to clarify that the ratings and narrative responses provided an LEA must be based on an analysis of stakeholder input and local data.
2. Revise the narrative prompt. The narrative prompt for each of the three sections currently requires an LEA to describe (1) its current strengths and progress,
(2) its focus area(s) for improvement, and (3) how it will improve engagement of underrepresented families. Based on lessons learned from the report the CDE recommends that the current narrative prompt be broken out into three narrative prompts, with each prompt addressing a component of the current narrative prompt.
3. Require LEAs to provide an appropriate response within each field of the Dashboard.
4. Dashboard functionality updates related to the Priority 3 local indicator to:
	1. Establish business rules to avoid nulls and zeros in the ratings section and no responses (i.e. blank narrative boxes) in the narrative section; and
	2. Update the self-reflection tool in the Dashboard to incorporate revisions adopted by the SBE.

## Attachment 2: Current Adopted Self Reflection Tool for Priority 3 (Parental Involvement and Family Engagement)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.). Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit:[[1]](#footnote-1)

* Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
* To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring local educational agencies (LEAs) to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

***Parent and Family Engagement (LCFF Priority 3)***

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA’s current stage of implementation for each practice using the following rating scale (lowest to highest):

1 – Exploration and Research Phase

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

1. Write a brief response to the prompts following each of the three sections.
2. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

***Building Relationships***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Building Relationships | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| 1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. Rate the LEA’s progress in creating welcoming environments for all families in the community.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. 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.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |

**Dashboard Narrative Box (Limited to 3,000 characters)**

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.

***Building Partnerships for Student Outcomes***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Building Partnerships | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| 1. 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.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. 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.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |

**Dashboard Narrative Box (Limited to 3,000 characters)**

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.

***Seeking Input for Decision Making***

*Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability*

| Seeking Input | 1 | 2 | 3 | 4 | 5 |
| --- | --- | --- | --- | --- | --- |
| 1. 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.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. 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.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |
| 1. 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.
 | [Enter 1, if applicable] | [Enter 2, if applicable] | [Enter 3, if applicable] | [Enter 4, if applicable] | [Enter 5, if applicable] |

**Dashboard Narrative Box (Limited to 3,000 characters)**

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.

## Attachment 3: Proposed Self-Reflection Tool for Priority 3 (Parental Involvement and Family Engagement)

### Introduction

Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g. attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education’s (CDE’s) Family Engagement Toolkit:[[2]](#footnote-2)

* Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
* To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The Local Control Funding Formula (LCFF) legislation recognized the importance of family engagement by requiring local educational agencies (LEAs) to address Priority 3 within their local control and accountability plan (LCAP). The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

**Instructions**

This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including stakeholder input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of stakeholder input and local data, identify the number which best indicates the LEA’s current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

1. Based on the analysis of stakeholder input and local data, respond to each of the prompts pertaining to each section of the tool.
2. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

#

**Sections of the Self-Reflection Tool**

**Section 1: Building Relationships Between School Staff and Families**

Based on the analysis of stakeholder input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

| **Practices** | **Rating Scale Number** |
| --- | --- |
| * + - 1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| * + - 1. Rate the LEA’s progress in creating welcoming environments for all families in the community.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| * + - 1. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| * + - 1. 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.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |

**Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of stakeholder input and local data, briefly describe the LEA’s current strengths and progress in Building Relationships Between School Staff and Families.

[Respond here]

1. Based on the analysis of stakeholder input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Relationships Between School Staff and Families.

[Respond here]

1. Based on the analysis of stakeholder input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

[Respond here]

**Section 2: Building Partnerships for Student Outcomes**

Based on the analysis of stakeholder input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

| **Practices** | **Rating Scale Number** |
| --- | --- |
| 1. 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.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| 1. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| 1. 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.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| 1. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |

**Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of stakeholder input and local data, briefly describe the LEA’s current strengths and progress in Building Partnerships for Student Outcomes.

[Respond here]

1. Based on the analysis of stakeholder input and local data, briefly describe the LEA’s focus area(s) for improvement in Building Partnerships for Student Outcomes.

[Respond here]

1. Based on the analysis of stakeholder input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

[Respond here]

**Section 3: Seeking Input for Decision-Making**

Based on the analysis of stakeholder input and local data, identify the number which best indicates the LEA’s current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

1 – Exploration and Research

2 – Beginning Development

3 – Initial Implementation

4 – Full Implementation

5 – Full Implementation and Sustainability

| **Practices** | **Rating Scale Number** |
| --- | --- |
| 1. 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.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| 1. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| 1. 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.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |
| 1. 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.
 | [Enter a 1, 2, 3, 4, or 5 as applicable] |

**Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)**

1. Based on the analysis of stakeholder input and local data, briefly describe the LEA’s current strengths and progress in Seeking Input for Decision-Making.

[Respond here]

1. Based on the analysis of stakeholder input and local data, briefly describe the LEA’s focus area(s) for improvement in Seeking Input for Decision-Making.

[Respond here]

1. Based on the analysis of stakeholder input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

[Respond here]

1. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author. [↑](#footnote-ref-1)
2. California Department of Education. (2017). Family Engagement Toolkit: Continuous Improvement through an Equity Lens. Sacramento, CA: Author [↑](#footnote-ref-2)