

Local Indicator Self-Reflection Tool

Family Engagement Priority 3



TONY THURMOND
State Superintendent of Public Instruction

Welcome

While we wait for the presentation to start, please feel free to:

- Place your phone on mute.
- Open the PowerPoint for this webinar
- Open the Self-Reflection Tool for Priority 3

Webinar Goals

The purpose of this webinar is to:

- Review general requirements for local indicators
- Introduce the revised self-reflection tool for Priority 3
- Identify resources to support the implementation of family engagement
- Provide recommendations

General Requirements

Local Indicators



TONY THURMOND
State Superintendent of Public Instruction

Definition: Local Indicator

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, a local educational agency (LEA) will measure and report its progress through the Dashboard based on locally collected data.

Local Indicators in the Dashboard

Priority 1: Basic Conditions at School

Priority 2: Implementation of State Academic Standards

Priority 3: Parent Engagement

Priority 6: Local Climate Survey

Priority 7: Access to a Broad Course of Study

Priority 9: Coordination of Services for Expelled Students**

Priority 10: Coordination of Services for Foster Youth**

** County offices of education only

General Information

The State Board of Education (SBE) approved:

- Standards for local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area
- Self-reflection tools for use in reporting progress towards each local indicator through the Dashboard

Performance Standard

The SBE approved standards for the local indicators that support an LEA in measuring and reporting progress within the appropriate priority area. The approved standards require an LEA to:

- **Annually** measure its progress
- Report the results **at a regularly scheduled public meeting** of the local governing board
- Report results to the public **through the Dashboard**

Reporting in the Dashboard

- When the LEA meets the performance standard for the local indicators established by the SBE, the LEA will select “Met”.
- If an LEA fails to meet the performance standard for any local indicator, the LEA will select “Not Met” or “Not Met for Two or More Years” for that indicator, as applicable.
 - Note: An LEA reporting a performance level of “Not Met for Two or More Years” may be identified for differentiated assistance beginning in the 2018-19 school year.

Reporting to the Governing Board

As a **best practice** for stakeholder engagement, an LEA is encouraged to provide the local indicator reports to the governing board as an agenda item for public comment rather than as a consent item on the agenda.

Timing of the Self-Reflection Tools

Spring

Complete work for
local indicators and
LCAP

Summer

Submit LCAP

Fall

Report
Performance on
Dashboard

Informing the Development of the LCAP



Revised Self-Reflection Tool: Priority 3

Background



TONY THURMOND
State Superintendent of Public Instruction

Ad Hoc Family Engagement Workgroup

- In 2017, the California Department of Education (CDE) established the Ad Hoc Family Engagement Workgroup (Workgroup) at the recommendation of the School Conditions and Climate Workgroup.
- The Workgroup was composed of individuals with a wide range of expertise in family engagement.

Assembly Bill 2878 (1)

- In September 2018, Assembly Bill (AB) 2878 amended California *Education Code* (EC) sections 52060(d)(3) and 52066(d)(3), to expand the description of LCFF Priority 3 (Parent Involvement) to include family engagement.
- AB 2878 retained the requirement to address the following in the LCAP:
 - Seek parent input in making decisions for the school district and each individual school site.
 - Promote parental participation in programs for unduplicated pupils and individuals with exceptional needs.

AB 2878 (2)

AB 2878 added the following:

Family engagement may include, but need not be limited to:

- Efforts by the school district and each individual school site to apply research-based practices, such as welcoming all families into the school community, engaging in effective two-way communication, supporting pupil success, and empowering families to advocate for equity and access
- Families as partners to inform, influence, and create practices and programs that support pupil success and collaboration with families and the broader community, expand pupil learning opportunities and community services, and promote civic participation

Workgroup Process

The Workgroup:

- Created a working definition of family engagement to inform its work
- Reviewed current research on family engagement
- Conducted research on the family engagement policies and tools in other states
- Identified potential challenges and barriers to engaging families
- Identified promising practices currently implemented in LEAs throughout California
- Analyzed the responses to the current self-reflection tool in the Dashboard
- Reviewed the language from AB 2878; and
- Identified recommendations for improving the current self-reflection tool

SBE-Adopted Self-Reflection Tool Priority 3

Overview

SBE-Adopted Self-Reflection Tool (1)

On March 14, 2019, the SBE adopted a revised self-reflection tool for Priority 3 based on:

- Current research
- Current state and federal guidance documents (e.g. Dual Capacity Building Framework, CDE Family Engagement Toolkit, etc.)
- Requirements of AB 2878; and
- Recommendations of the Ad Hoc Family Engagement Workgroup

The revised self-reflection tool will be used to report progress for Priority 3 (Family Engagement) in the 2019 Dashboard.

SBE-Adopted Self-Reflection Tool (2)

- Introduction
- Instructions
- Reporting Sections of the Tool
- Appendix

Introduction

The Introduction provides a general description of the:

- Importance of family engagement
- Research
- Requirement for LEAs to address Priority 3 within the LCAP

Instructions (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.
- 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.

Instructions (2)

- 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

Instructions (3)

- Following each of the three sections, LEAs will respond to the narrative prompt:
 - 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.
- 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.

Reporting Sections of the Tool

- Building relationships between school staff and families
- Building partnerships for student outcomes
- Seeking input for decision-making

Section 1: Building Relationships

Rate the LEA's progress in:

1. Developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families
2. Creating welcoming environments for all families in the community
3. Supporting staff to learn about each family's strengths, cultures, languages, and goals for their children
4. Developing multiple opportunities for the LEA and school sites to engage in two-way communication between families and educators using language that is understandable and accessible to families

Respond to the narrative prompt

Section 2: Building Partnerships for Student Outcomes

Rate the LEA's progress in:

1. Providing professional learning and support to teachers and principals to improve a school's capacity to partner with families
2. Providing families with information and resources to support student learning and development in the home
3. 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
4. Supporting families to understand and exercise their legal rights and advocate for their own students and all students

Respond to the narrative prompt

Section 3: Seeking Input for Decision Making

Rate the LEA's progress in:

1. Building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making
2. Building the capacity of and supporting family members to effectively engage in advisory groups and decision-making
3. 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
4. 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

Respond to the narrative prompt

Dashboard Narrative

Best practices:

- Use language that is accessible and understandable to parents.
- Include an explanation of how the LEA arrived at conclusions reported on the self-reflection tool; for example what evidence was considered, how the LEA arrived at the ratings, etc.

Responses are limited to 3,000 characters.

Appendix: Resources (1)

1. Partners in Education: A Dual Capacity Building Framework for Family School Partnerships - <https://www2.ed.gov/documents/family-community/partners-education.pdf>
2. CDE's Family Engagement Toolkit: Continuous Improvement through an Equity Lens - <https://www.cde.ca.gov/fg/aa/lc/documents/family-engagement.pdf>

Appendix: Resources (2)

3. Editable Templates for CDE's Family Engagement Toolkit -

<https://www.cde.ca.gov/fg/aa/lc/documents/toolkittemplates.doc>

4. Head Start Parent, Family, and Community Engagement Framework

- <https://eclkc.ohs.acf.hhs.gov/sites/default/files/pdf/pfce-framework.pdf>

Further Information and Recommendations



TONY THURMOND
State Superintendent of Public Instruction

Administrative and Leadership Support

To move beyond the completion of the self-reflection tool as a compliance exercise, and to support improvements in family engagement, it is helpful to have:

- Support from leadership
- Staff with adequate authority to develop and manage a comprehensive approach to family engagement
- Adequate resources; and
- Opportunities for ongoing learning and support (e.g. Family Engagement Networks)

Teams and Timelines

LEAs are encouraged to:

- Provide teams with foundational research and knowledge regarding family engagement (including but not limited to practices for engaging diverse stakeholders and soliciting input) and improvement science
- Use the Dual Capacity-Building Framework and the CDE's Family Engagement Toolkit in concert with the self-reflection tool
- Synchronize the implementation of the self-reflection tool with the LCAP development cycle
- Look for opportunities to embed family engagement throughout goals in the LCAP

Informing the Ratings

A variety of methods may be used:

- Stakeholder groups (e.g. focus groups, Schoolsite Council, Parent Advisory Committee, English Learner Parent Advisory Committee)
- Examination of policies and documents (e.g. Parent Handbooks, Parent/Family web pages, etc.)
- Parent surveys
- Staff surveys
- Observations (e.g. physical environment or process)

Adapted from: Family Engagement Toolkit (page 17 and page 67)

Resources



TONY THURMOND
State Superintendent of Public Instruction

CDE Resources

Webpage	Information
LCAP - https://www.cde.ca.gov/re/lc/	<ul style="list-style-type: none">• LCAP Template• Budget Overview for Parents• Other Planning Templates• Statute• Regulations
The LCFF Priorities/Whole Child Resources Map - https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp	<ul style="list-style-type: none">• Resources for each of the LCFF priorities• California School Dashboard• Continuous Improvement Resources
Parent/Family - https://www.cde.ca.gov/ls/pf/pf/	<ul style="list-style-type: none">• Academic Content Standards• Advisory Committees and Councils• Parents' Rights (general)• Resources

Other Resources (1)

On February 27, 2019, the United States Department of Education's (ED's) Office of English Language Acquisition (OELA) hosted a family engagement webinar that featured their new English Learner Family Toolkit (<https://ncela.ed.gov/family-toolkit>).

- This Toolkit was developed as a resource for families and staff.
- Topics addressed by chapters include:
 - Enrolling Your Child in School
 - Attending Schools in the United States
 - Obtaining Services for English Learners
 - Finding Additional Services for Your Child
 - Keeping Your Child Safe and Healthy in School
 - Helping Your Child with Schoolwork at Home

Other Resources (2)

Each chapter in the English Learner Family Toolkit includes:

- An overview
- Family and student rights
- Questions to ask schools
- Tips
- Resources

To access the resources from OELA's webinar, please click on the links below:

- Presentation materials - <https://www.ncela.ed.gov/webinars>

Questions or Comments?

Please contact:

Local Agency Systems Support Office

LCFF@cde.ca.gov

916-323-5233