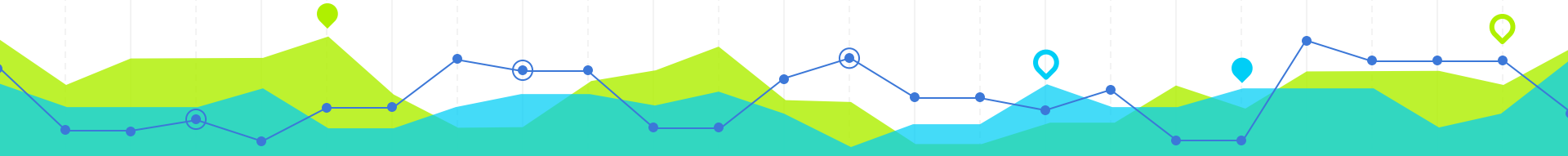


LOCAL CONTROL ACCOUNTABILITY PLAN (LCAP) COMMUNITY MEETING

December 14, 2017

Tonight's Objectives

- ▶ Explore department information fair to understand programs and ask questions
- ▶ Review data from the California Dashboard
- ▶ Engage in discussion about data
- ▶ Generate suggestions for improvement based on data



Agenda

- ▶ 5:00-5:30pm Department Poster Board Fair
- ▶ 5:30-5:45pm LCAP Review and Data Groups Overview
- ▶ 5:45-6:35pm Data Groups
- ▶ 6:35-7:00pm Whole Group Debrief and Next Steps



The (NEW) Dashboard Informs the Development of the LCAP

The Dashboard

- Identifies the LEAs areas of strength and areas of need

Local Data

- Provides the LEA with additional data to inform decision-making and planning

The LCAP

- Is the vehicle for the LEA to review its progress, articulate their plans to address the areas of identified need, and communicate its plan to educational stakeholders

State Indicators in the Fall 2017 Dashboard

Chronic Absenteeism (*to be determined*)

Suspension Rate

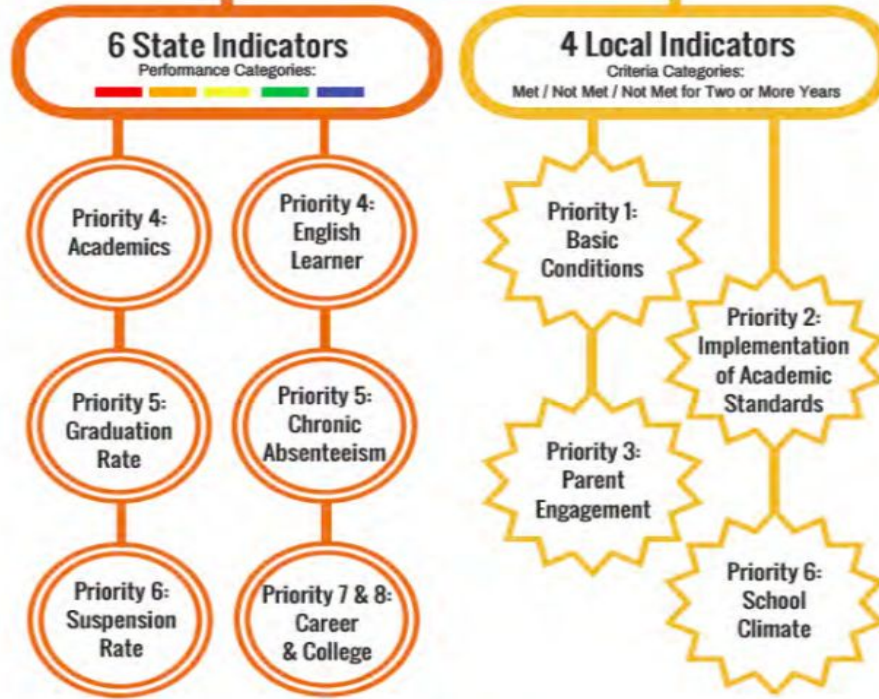
English Learner Progress

Graduation Rate


College/Career (*status only*)

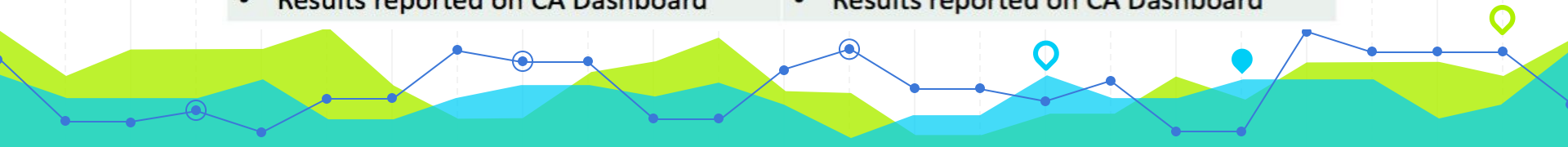
**Academic: English Language Arts and
Mathematics**

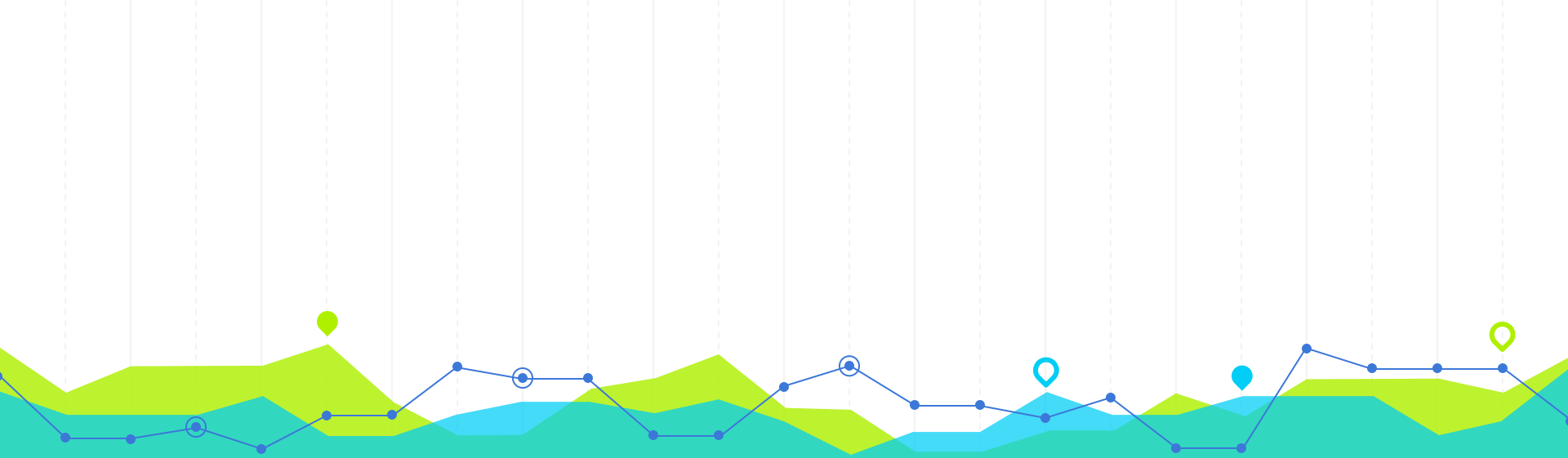
10 Indicators to Measure Performance



State and Local Indicator Performance Levels

STATE INDICATORS	LOCAL INDICATORS
<p>Based on data that is collected consistently across the state (i.e. California Longitudinal Pupil Achievement System, state assessments, etc.)</p>	<p>Districts measure and publicly report their progress using locally collected data (<u>implementation measurement; not summative outcomes</u>)</p>
 <p>A diagram showing five colored circles representing performance levels: Blue, Green, Yellow, Orange, and Red. Below the circles is a horizontal double-headed arrow. Under the left end of the arrow is the text "(Highest)" and under the right end is "(Lowest)".</p>	<ul style="list-style-type: none">• Met: data collected and reported at Board meeting and CA Dashboard• Not Met: data not collected and/or not reported• Not Met for Two or More Years
<p><i>Performance determined by state based on <u>five-by-five placement charts</u></i></p>	<p><i>Performance determined by district based on <u>state-created standards</u></i></p>
<ul style="list-style-type: none">• Applies to district and school levels• Results reported on CA Dashboard	<ul style="list-style-type: none">• Applies to district level only• Results reported on CA Dashboard



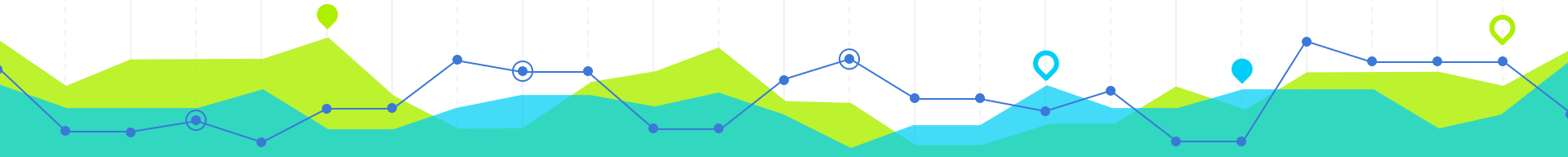


Data Dialogue

What is a data dialogue?

A protocol that is used to explore data before offering solutions

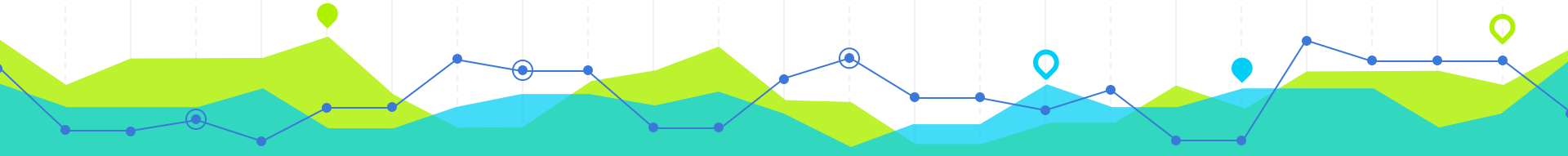
A way to analyze data, draw conclusions, and build shared understanding





“The goal is to turn data into information, and information into insight.”

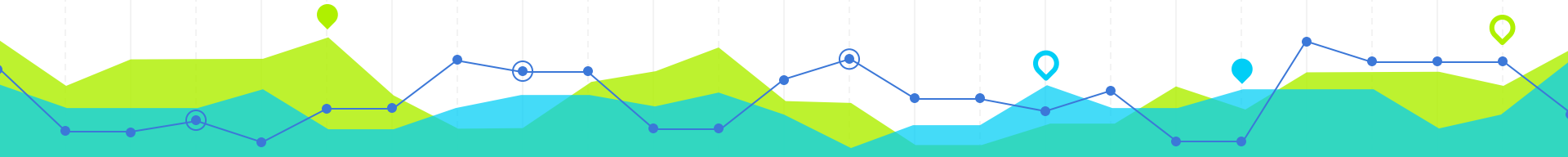
- [Carly Fiorina](#), former executive, president, and chair of Hewlett-Packard Co.



Protocol

MAKE PREDICTIONS AND EXPLORE ASSUMPTIONS
OBSERVING THE DATA
INFER AND QUESTION
SUGGESTIONS FOR IMPROVEMENT

**** This process works best when participants experience the whole protocol.**



DATA DIALOGUE

ESSENTIAL QUESTION: Based on the data presented in the California Dashboard (Fall 2017 release), what might you wish to see reflected in the PAUSD LCAP?



PREDICT

~ This is what I think I will see... because...

~ I assume...
~ I predict...
~ I wonder...

~ My questions/ expectations are influenced by...



OBSERVE

~ Look at the data ... what do you see?

~ I observe that...
~ I'm surprised that ...

~ Some patterns/trends that I notice...



**INFER/
QUESTION**

~ I believe the data suggests... because...

A question this data raises for me is...

~ Additional data that would helpful is...

~ I'd like to know more about...

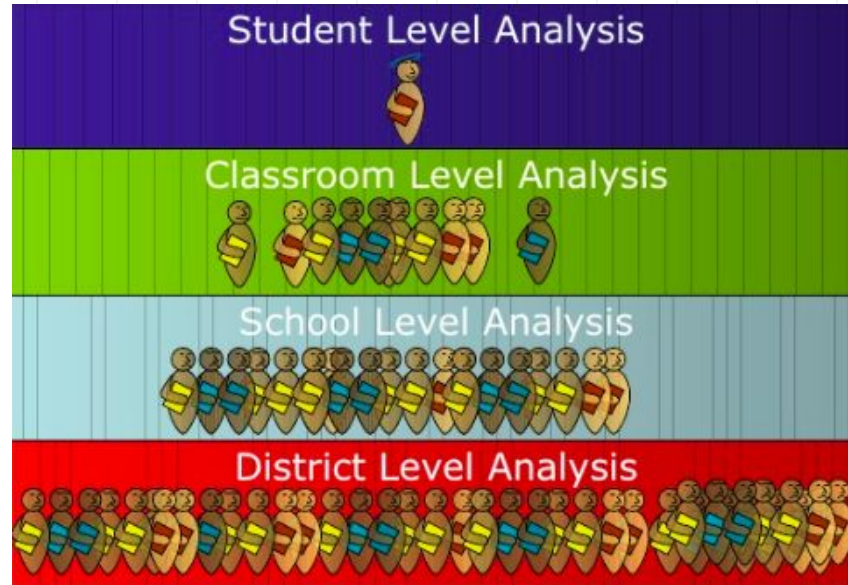


**SUGGESTIONS
FOR
IMPROVEMENT**

~ I think the following are appropriate solutions/ responses that address the needs implied in (specific data or sub group)...

~ How will we know that this solution or action is achieving the outcomes we expect?

THIS DATA IS DISTRICT LEVEL





Based on the data presented in the California Dashboard (Fall 2017 release), what might you wish to see reflected in the PAUSD LCAP?

Norms

- **Focus on results for all students.**
- **Be honest and share what you think and feel.**
- **Listen and hear one another's perspectives.**
- **Be mindful of air time.**
- **Maintain confidentiality when sharing.**
- **Focus on continuous improvement and the future.**



Data Groups

- **Students with Disabilities**--Judy Argumedo, Alma Ellis, and Stephanie Sheridan
 - **Elementary Education**--Barbara Harris and Kelly Bikle
 - **Secondary Education**--Sharon Ofek and Keith Wheeler
 - **School Climate**--Miriam Stevenson and Christopher Kolar
 - **Facilitator**-- Clarisse Haxton and Yolanda Conaway
- 

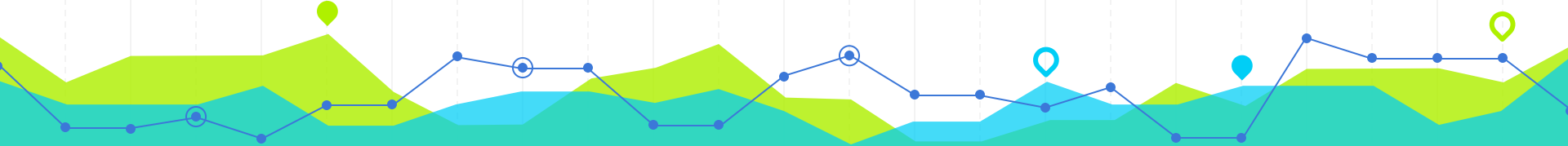


5:00

GROUP FORMATION AND INTRODUCTIONS



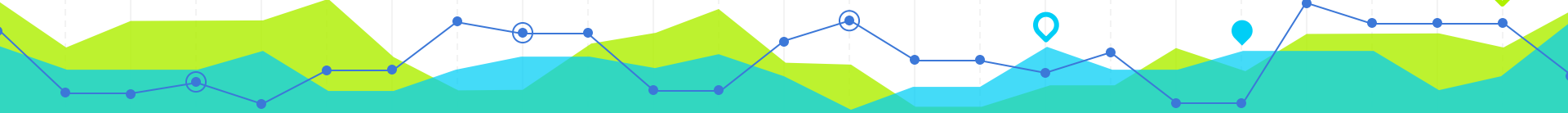
5:00



PREDICTIONS

Make predictions and explore assumptions

1



OBSERVATIONS

2

Explore the data. What 'pops' out at you? What patterns or trends do you notice about the data?



10:00



INFER/QUESTION

Acting on the data. Brainstorm causation ideas. What are your conclusions? What other information might be helpful?

3



10:00



SUGGESTIONS FOR IMPROVEMENT

Based on the data discussion, generate suggestions for improvement for consideration in the LCAP. What is the impact you anticipate?

4



5:00



SMALL GROUP DEBRIEF

How did the process work for the group?
What will you share with the larger group?

5



LARGE GROUP SHARE

6

WE WANT TO HEAR FROM YOU!

- **Thank you** for attending this evening's LCAP Community Meeting.
- Please provide your feedback on the LCAP and this event on a **short survey**.
- The link allows you to take the survey in **English, Spanish, or Mandarin**.

bit.ly/LCAPinputDec2017



Resources

- *Data Driven Dialogue* - www.schoolreforminitiative.org
- *Data Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry.*
Lipton, Laura and Wellman, Bruce. Sherman, CT. Mira Via. 2017
- National Staff Development Council, www.nsd.org