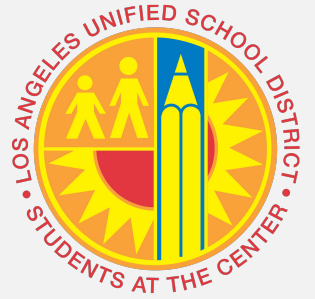


1/18/2022

District Level Committee Leadership Series

Understanding Data Learning Booklet



OFFICE OF PARENT AND COMMUNITY SERVICES
e-mail: families@lausd.net



Greetings/Welcome

Happy New Year PCS Family

Greetings Empowered Parent/Family Leaders,

As parents we are often presented numbers and percentages that often can feel complex and difficult to interpret. The feelings you experience when reviewing data may cause you to focus on the language behind the numbers instead of the number but it is important to look at data from both a qualitative and quantitative lens to see the complete picture projected. With you and this common experience in mind, our parent leaders informed PCS that a course offering focused on interpreting and comprehending data was important for the development of our District level committee members.

Data surrounds us and is in our lives 24 hours per day. The routines, habits, number of times you complete a process, what you see, hear, read and listen are a type of data. These paint a picture of who we are and shape how we perform. Our students, their learning environment and habits offer a wide array of data. Student groups, classrooms and the campus also cultivate trends and data. There is a lot of data we can present to the members of the three District level committees though there is a core set of data we would like to introduce you to through this series as we transition from a pandemic toward learning acceleration for our students. Enjoy this journey and identify a handful of new learning you wish to take away from this series. Make the learning objectives and goals for yourself relevant to your needs.

Thank you for committing to this course and make full use of the skills developed during your District and school level committee experiences.

In Partnership,

Antonio Plascencia Jr.
Administrator
OFFICE OF PARENT AND COMMUNITY SERVICES



Central Committee Leadership Series: Understanding Data

Strategy #1 Family
Voice, Leadership
and Advocacy.

*The objectives of this series align with the Parent and Community Service's Strategic Plan 2021-2022, **Strategy #1 Family Voice, Leadership and Advocacy**. During this series members from the Community Advisory Committee (CAC), District English Learner Advisory Committee (DELAC) and the Parent Advisory Committee (PAC) will learn and strengthen their ability to advocate for their students by using data, learning where to find school data, how to read and use district data to provide advice at the school level and at the district level to improve academic achievement for all students.*

The series will take place on the following dates:

- ❖ **Tuesday, January 18, 2022**
- ❖ **Friday, January 21, 2022**
- ❖ **Monday, January 24, 2022**

Webinar Link: <https://bit.ly/PCSMODULES>

Time: 10:00 am – 1:00 pm

This workbook provides handouts, infographics, and note taking sections to facilitate learning, and to develop, and reflect your thought process before sharing in Breakout Rooms.

Learning and advocacy does not end with our data series, please continue to use this workbook to write down your next steps in your advocacy journey.

Please join our next series titled: SMART Comments

Monday, February 7, 2022 | Friday, February 18, 2022 | Friday, February 25, 2022 | 10am – 1pm



Session 1: January 18, 2022

In the space surrounding the figure below, write at least **10 descriptive words or phrases** that describe your child.





Write down some notes on the difference between QUALITATIVE and QUANTITATIVE data.

Qualitative 	Quantitative 

What are some ways to represent data:

What is a sample?

What is a mistake to avoid when interpreting data?

What? So What? Now What Protocol

What?



- What do you notice about the data?
- What is being measured?
- What population is impacted?



So What?



- Why is the finding important?
- How is the finding different from what you expected?
- What impacts the way you view the finding? (*What lens are you viewing from?*)



Now What?



- How can we address this issue?
- What seems to be the root cause(s) of the issue?
- What other work is currently happening to address the issue?
- What would you need to learn more about related to this issue?



Los Angeles Unified School District
College-Prepared Career-Ready for All
 CALIFORNIA CONTENT STANDARDS ELEMENTARY PROGRESS REPORT
Wonderful Elementary Transitional Bilingual Spanish
 Principal: Mario Castillo Year: 2021-2022

Student Name: Elementary Student
 Student ID:XXXXXXXX
 DOB: 07/16/2014 Language Classification: LEP
 Teacher Name: Lozano, Karen Grade: 2 Room #: 10

Reporting Period	1st	2nd	3rd
Days Present:	58		
Days Absent:	2		
Days Tardy:	0		

Academic Subjects	Demonstrates Knowledge of California Content Standards			1st	2nd	3rd																		
Spanish Language Arts <table border="1"> <tr><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>3</td><td></td><td></td></tr> </table>	1st	2nd	3rd	3			Foundational Reading Skills	3																
	1st	2nd	3rd																					
	3																							
	Making Meaning from Text	3																						
	Language Conventions, Effective Use, Vocabulary	3																						
Effective Expression through Writing	2																							
	Effective Expression through Speaking and Listening	3																						
Mathematics Content <table border="1"> <tr><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>3</td><td></td><td></td></tr> </table>	1st	2nd	3rd	3			Operations and Algebraic Thinking	3																
	1st	2nd	3rd																					
	3																							
	Number and Operations in Base Ten	3																						
Measurement and Data	2																							
	Geometry	N/A																						
Mathematical Practices	Problem Solving and Precision	3																						
	Reasoning and Explaining	2																						
	Modeling and Using Tools	2																						
	Seeing Structure and Generalizing	3																						
Science <table border="1"> <tr><td></td><td>1st</td><td>2nd</td><td>3rd</td></tr> <tr><td>Earth</td><td>✓</td><td></td><td></td></tr> <tr><td>Physical</td><td></td><td></td><td></td></tr> <tr><td>Life</td><td></td><td></td><td></td></tr> <tr><td>Engineering</td><td>✓</td><td></td><td></td></tr> </table>		1st	2nd	3rd	Earth	✓			Physical				Life				Engineering	✓			Content and Concepts	3		
		1st	2nd	3rd																				
	Earth	✓																						
	Physical																							
Life																								
Engineering	✓																							
	Conducts Investigations	3																						
	Constructs Relevant Questions	3																						
History-Social Science	Content and Concepts	4																						
	Historical and Social Science Analysis Skills	3																						
Visual and Performing Arts	Dance	N/A																						
	Music	N/A																						
	Theatre	3																						
	Visual Arts	3																						
Physical Education	Content and Concepts	3																						
Health Education	Content and Concepts	3																						

Academic Scores Key					
4 = Exceeds Grade Level Standards	3 = Meets Grade Level Standards	2 = Progressing Toward Meeting Grade Level Standards	1 = Minimal Progress Toward Grade Level Standards	N/A = Not assessed in current reporting period	☑ = Assessed during reporting period

Characteristics and Behaviors of a College-Prepared and Career-Ready Learner C = Consistently S = Sometimes R = Rarely	1st	2nd	3rd
Effectively Communicates and Collaborates <ul style="list-style-type: none"> Communicates clearly through speaking and writing Works productively in collaborative groups Listens to, interprets, and uses information provided by others in a variety of settings 		C	
Understands Other Perspectives <ul style="list-style-type: none"> Shows respect and recognizes the opinions and feelings of others Solves problems in different ways after considering multiple perspectives 		C	
Thinks Critically, Solves Problems Creatively, and Values Evidence <ul style="list-style-type: none"> Applies knowledge and experiences to solve problems Evaluates answers, explains reasoning, and makes appropriate adjustments to thinking Generates new and creative ideas 		S	
Acts Responsibly, Ethically, and is a Productive Citizen <ul style="list-style-type: none"> Works independently and asks for assistance when needed Follows school and classroom rules Respects the rights and property of school and others Organizes workplace and materials Makes productive use of class time and stays on task 		C	
Uses Technology and Digital Media Strategically and Capably <ul style="list-style-type: none"> Presents information effectively in a variety of formats Uses appropriate technologies effectively when communicating ideas and creating products Adheres to the guidelines found in the District Acceptable Use Policy 		S	

'-' = No Grade Available (Insufficient Attendance) '?' = Unrecorded Grade '/' = Content Standard Not Applicable



Notes on the Elementary Progress Report

LOS ANGELES UNIFIED SCHOOL DISTRICT

Wonderful High School 1500 MAIN ST LOS ANGELES, CA 90001		Loc Code: 12345 Principal: LEE, D Phone: (323) 850-3500		Progress Report Year Ending: 2022 Date Run: 01/02/2022		Student: HIGH SCHOOL STUDENT Dist ID: XXXXXXXXXX Grade Level: 10 Birth Date: 2/22/07 Counselor: MATTIAS, R.								
P E R	Subject	Teacher	Loc	Section		Total		Grade Type	Grading Period, Marks and Credits Current Grade Period End Date is: 12/17/2021				CR	Comments for Current Grading Period
				A B S	T D Y	A B S	T D Y		1	2	3	4		
1	HEALTH SH	TSUI, J	1234	0	0	0	0	ACAD	?	?	?	?		
								WH	?	?	?	?		
								COOP	?	?	?	?		
2	CC GEOMETRY A	AGUILAR, J	1234	0	0	0	0	ACAD	M	B	A	A	5.0	A pleasure to have in class.
								WH	S	E	E	E		
								COOP	S	E	E	E		
3	SPANISH 2A	ALVAREZ, I	1234	0	0	0	0	ACAD	B	C	B	B	5.0	
								WH	S	S	S	S		
								COOP	S	S	S	S		
4	H BIOLOGY:LIVING EARTH A	YEE, W	1234	0	0	0	0	ACAD	C	C	B	B	5.0	
								WH	E	E	E	E		
								COOP	E	E	E	E		
5	VAPA NON EQUIV COL	JOHNSON, J	1234	0	0	0	0	ACAD	?	?	?	?		
								WH	?	?	?	?		
								COOP	?	?	?	?		
6	ENGLISH 10A	ORTIZ, B	1234	0	0	0	0	ACAD	M	A	A	A	5.0	A pleasure to have in class.
								WH	E	E	E	E		
								COOP	E	E	E	E		
7	ADV PE 1A	ASHRA, C	1234	0	0	0	0	ACAD	M	A	A	B	5.0	
								WH	S	E	E	E		
								COOP	S	E	E	E		
8	ELECTIVE A	TU, D	1234	0	0	0	0	ACAD	P	A	A	A	5.0	
								WH	E	E	E	E		
								COOP	E	E	E	E		
H	HOMEROOM ADVISORY	HERNANDEZ, M	1234	0	0	0	0	ACAD	M	P	P	A	2.5	
								WH	E	E	E	E		
								COOP	E	E	E	E		

Academic Marks

- A - Markedly superior
- B - Superior
- C - Satisfactory
- D - Needs to improve
- F - Little or no progress
- P - Pass
- NP - No Pass
- ? - Mark not entered for this class during this grading period
- - Mark not applicable for this class during this grading period

Credits : 32.5 / GPA:3.50 (This report)

Work Habits & Cooperation

- E - Excellent
- S - Satisfactory
- U - Unsatisfactory
- Non-Final Marks**
- I - Incomplete
- M - Meets Standards
- N - No Mark

School Message

** This Report Card was generated from the LAUSD Parent Portal. For official LAUSD Report Card, please contact your student's school of enrollment.**

Notes on the Secondary Progress Report

Now What? Recommendations to Parent



Session 2: January 21, 2022

Step 2

Steps to find School Experience Survey Data

- Step 1:** Go to <https://achieve.lausd.net/Page/14935>
- Step 2:** Select a SES Dashboard link with your preferred language and school year
- Step 3:** Select your school
- Step 4:** Select your group (Parents, Staff, Students, Teachers)
- Step 5:** Select your category (Academics, School Climate, or Social Emotional Learning – for students only)

SES Dashboard Links

SES Dashboard Links:

- 2020-21 Dashboard
- 2020-21 Dashboard (Español)
- 2019-20 Dashboard
- 2019-20 Dashboard (Español)
- 2018-19 Dashboard
- 2018-19 Dashboard (Español)
- 2017-18 Dashboard
- 2016-17 Dashboard

Steps 3-5

School / District / LD / COS / BD LAUSD (ES)

Group

- Parents
- Staff
- Students
- Teachers

Category

- Academics
- School Climate
- Social and Emotional Learning

Sample School Experience Survey Parent Report

Content Area	Survey Item		Total Number of Responses	SCHOOL % Agree or Strongly Agree	LAUSD % Agree or Strongly Agree
Future Orientation	A. This school encourages my child to explore different career choices		1,404	75%	76%
	B. School staff expect my child to attend college		1,343	64%	67%
	C. School staff help me understand the requirements for CSU/UC admission		1,302	71%	75%
	D. School staff help me understand which courses my child needs to graduate from high school		1,319	79%	83%
	E. School staff expect my child to graduate from high school		1,321	67%	91%
	F. School staff help me understand how to apply for financial aid for college		252	65%	77%
	G. School staff help me understand how to help my child apply for college		251	68%	78%
	Overall Future Orientation		1,404	78%	82%

Notes on the School Experience Survey report



LAUSD Open Data Portal <https://achieve.lausd.net/opendata>

Notes on the LAUSD Open Data Portal

Leadership and Advocacy Discussion Notes Session 2

Consider the value and use of the School Experience Survey and Open Data Portal:

- When is an appropriate time for families and schools to use these resources?
- How might parents use these resources to lead conversations around student achievement?
- What support may be needed so that these resources are used most effectively?



Session 3: January 24, 2022

Open Data Portal Activity 1 -

1. Navigate to the LAUSD Open Data Portal - <https://achieve.lausd.net/opendata>
2. Select a report for **Early Literacy** by **Student Groups**
3. View the reports for **LCAP Student Groups** and **Students With Disability**
4. Use the What, So What, Now What? protocol to examine the data in order to make advisements for the district
5. Choose a Reporter to type your advisement in the chat

Notes and advisement

Leadership and Advocacy Discussion Notes Session 3

Now that you have learned about different types of data representation, how does this exercise help you to read and interpret data:

- As a parent?
- As a school leader?
- As a member of a District level Committee?
- What additional data support might you need from the District and PCS?

SMART Comments Series



Monday, February 7, 2022 | Friday, February 18, 2022 | Friday, February 25, 2022 | 10am – 1pm