The Community Engagement Initiative (CEI)
A California Strategy

COMMUNITY ENGAGEMENT INITIATIVE
Part of the California Statewide System of Support

Steven Sterling Mitchell

Assistant Director, Community Engagement & System of Support

Steven Sterling Mitchell is the Assistant Director of Community Engagement and System of Support for the California Collaborative for Educational Excellence (CCEE). In this role, he co-leads the Community Engagement Initiative (CEI) within the CA System of Support. The CEI is focused on building the capacity of communities, SDs, and county offices of education (COEs) statewide to engage each other more meaningfully in the Local Control Accountability Plan (LCAP) development process.

David M. Toston

Senior Advisor of Equity & Innovation

David Toston is originally from Compton, CA, and credits his mother and K-12 educators for showing him the importance of education and preparing him for a life of public service. A graduate in English and Education at Pacific Union College, Toston received his Master's of Education in School Psychology at Azusa Pacific University and completed the Educational Leadership program at Western Washington University. Currently, as the Senior Advisor of Equity & Innovation at the California Collaborative for Educational Excellence, Toston oversees various initiatives including the Early Literacy Support Block Grant, the Reading Instruction and Intervention Grant, and the Community Engagement Initiative.

Joel Rabin

Chief Inspiration Officer, Inform 2 Inspire

With more than 20 years in K12, higher education, and public sector research, Dr. Rabin focuses on helping organizations to use data to tell their story. After completing his PhD at UCLA, he worked in two of the largest SDs in California – Elk Grove Unified (65,000 students) and Fresno Unified (75,000 students). Dr. Rabin spent eight years leading research and data as an Associate Superintendent in Natomas Unified SD (NUSD) before launching i2i in 2019 to help educators use data to tell their stories.

Learning Outcomes

1. Learn about the Community Engagement Initiative (CEI) and statewide community engagement data

2. Learn how State data can be used to assess the impact of local initiatives using available contextual data and provide insights into future evaluation efforts

3. Learn how CEI can be monitored and evaluated over time

4. Gather feedback and insight from our audience about furthering our research on CEI over the next five years

About the Community Engagement Initiative

The Community Engagement Initiative

is Jointly Led by:

The State established the Community Engagement Initiative to:

Build
Build capacity in communities and districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils

Identify
Identify effective models of community engagement and metrics to evaluate those models

Develop
Develop effective peer-to-peer partnerships between districts and COEs, utilizing CCEE's PLN structure, to deepen community engagement

Scale up
Scale up this work to improve community engagement statewide and incorporate practices that prove effective towards district and COE continuous improvement efforts

Peer Leading & Learning Network (PLLN) Team Structure

DISTRICT STAFF/LEADERSHIP
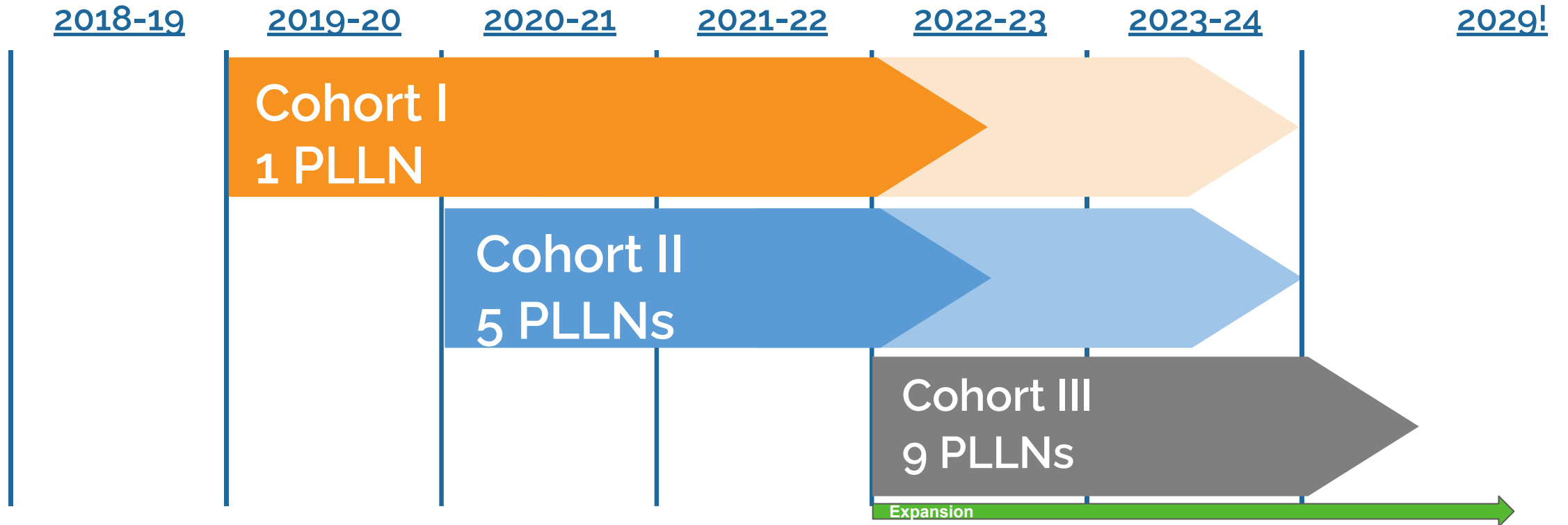
SCHOOL SITE STAFF/LEADERSHIP

STUDENTS AND FAMILIES

COMMUNITY-BASED ORGANIZATION REPRESENTATIVE

COUNTY OFFICE OF EDUCATION REPRESENTATIVE

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Cohort I

Anaheim Union High SD
*Azusa Unified SD
Cajon Valley Union SD
*East Side Union High SD
Ontario-Montclair SD
Oxnard SD

Cohort II

Bakersfield City SD
Chino Valley Unified SD
Moreno Valley Unified SD
Oakland Unified SD
Pajaro Valley Unified SD
Parlier Unified SD

Riverside Unified SD
Salinas Union High SD
Santa Ana Unified SD
Upper Lake Unified SD
Val Verde Unified SD
*Victor Valley Union High SD

Cohort III

ACE Charter Schools
Alvord Unified SD
Campbell Union High SD
El Centro Elementary SD
Fontana Unified SD
Happy Valley Union Elementary SD
Kernville Union Elementary SD
Live Oak SD
Madera Unified SD
Magnolia Public Schools
Murrieta Valley Unified SD
Natomas Unified SD

Oak Run Elementary SD
Rialto Unified SD
Rio Elementary SD
Rocklin Academy Family of Schools
San Bernardino City Unified SD
San Bruno Park Elementary SD
Santa Paula Unified SD
Shasta County Office of Education
Tahoe-Truckee Unified SD
Twin Rivers Unified SD
West Contra Costa Unified SD

Statewide Partners

California Department of Education
Shasta County Office of Education
Tulare County Office of Education

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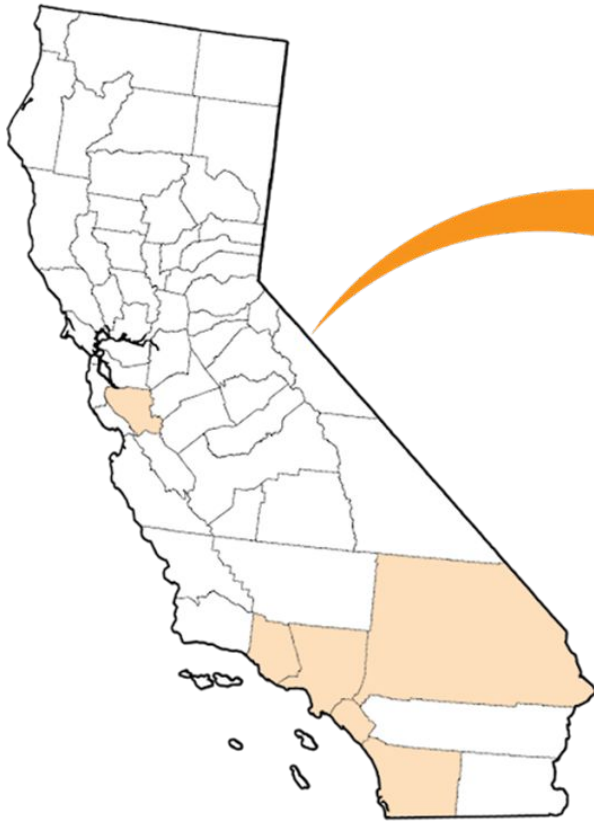
Cohort I   Cohort I & II   Cohort I, II, & III

CEI Districts per County

0   7

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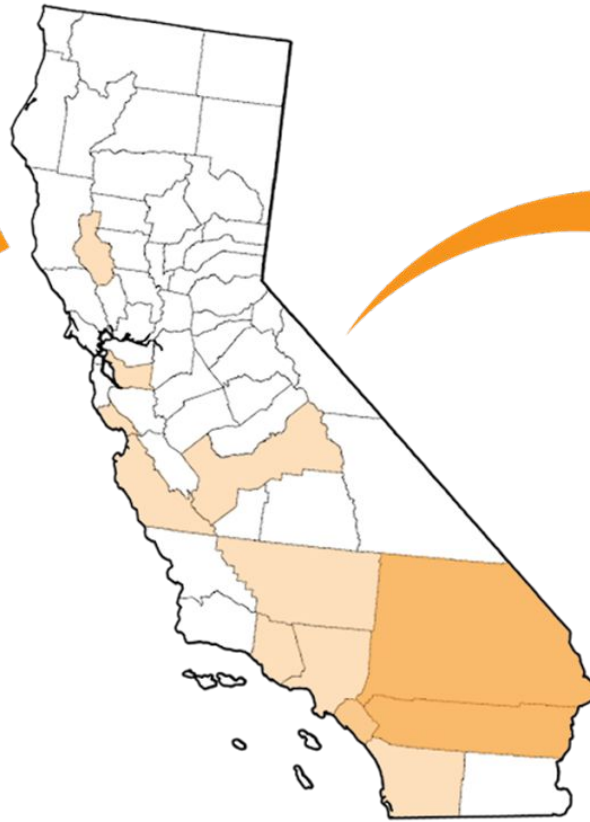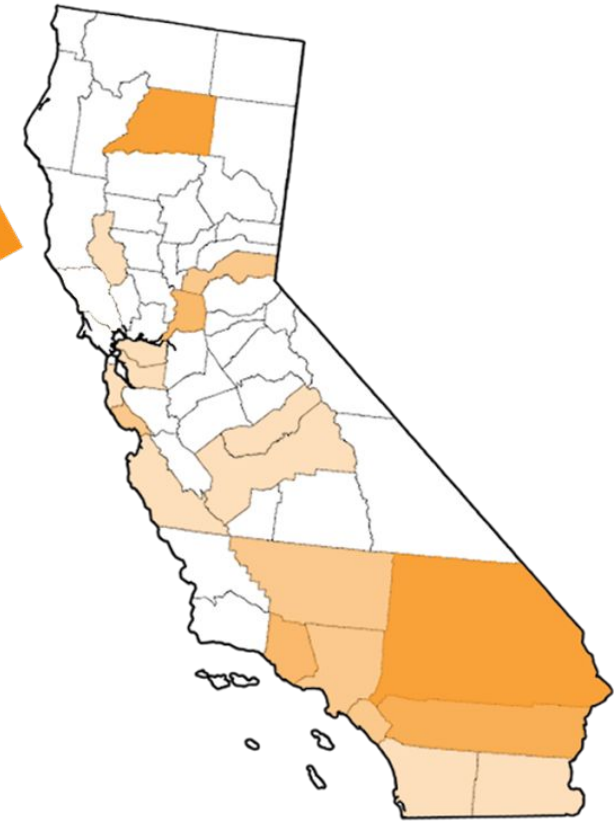
The CEI Community Engagement Definition

Authentic partnerships amongst students, families, districts and communities that nurture relationships, build trust, ensure cultural, racial and linguistic equity, and lead to transformative student outcomes

The Dual Capacity-Building Framework for Family-School Partnerships
(Version 2)

The Challenge

Educators
- Have not been exposed to strong examples of family engagement
- Have received minimal training
- May not see partnership as an essential practice
- May have developed deficit mindsets

Families
- Have not been exposed to strong examples of family engagement
- Have had negative past experiences with schools and educators
- May not feel invited to contribute to their children's education
- May feel disrespected, unheard, and unvalued

Essential Conditions

Process conditions
- Relational: built on mutual trust
- Linked to learning and development
- Asset-based
- Culturally responsive and respectful
- Collaborative
- Interactive

Organizational conditions
- Systemic: embraced by leadership across the organization
- Integrated: embedded in all strategies
- Sustained: with resources and infrastructure

Policy and Program Goals

Build and enhance the capacity of educators and families in the "4 C" areas:
- Capabilities (skills + knowledge)
- Connections (networks)
- Cognition (shifts in beliefs and values)
- Confidence (self-efficacy)

Capacity Outcomes

Educators are empowered to:
- Connect family engagement to learning and development
- Engage families as co-creators
- Honor family funds of knowledge
- Create welcoming cultures

Families engage in diverse roles:
- Co-creators
- Supporters
- Encouragers
- Monitors
- Advocates
- Models

Effective partnerships that support student and school improvement

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6 Core Root Causes of Ineffective Community Engagement

Lack of belief that the system's success is critically dependent on its relationships with students & families

Lack of belief in students & families as experts

Lack of committed and consistent district & school leaders

Lack of understanding what constitutes highly effective student & family engagement
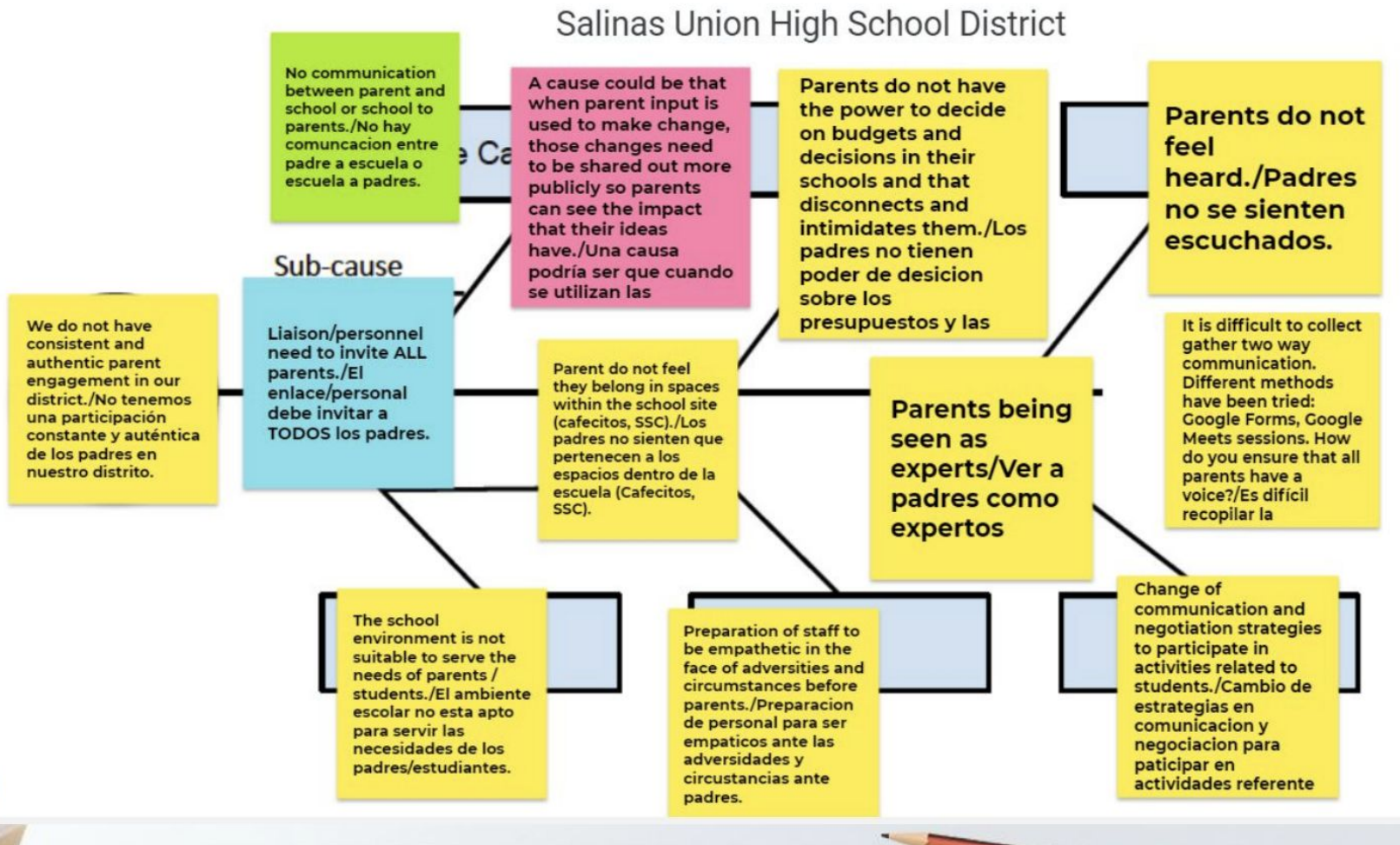
Lack of inclusivity based on race & culture

Systems/Tools are not made to be community-friendly

District Journey

Attend

Virtual and in-person network sessions and team collaboration

Scale up

Continue to build relationships and Identify metrics to measure outcomes

Meetings

8 Professional Leading and Learning convenings per year

Network

Share and Learn Strategies for effective Community Engagement

Summer

Build your Team!

Salinas Union High School District

No communication between parent and school or school to parents./No hay comuncacion entre padre a escuela o escuela a padres.

A cause could be that when parent input is used to make change, those changes need to be shared out more publicly so parents can see the impact that their ideas have./Una causa podría ser que cuando se utilizan las

Parents do not have the power to decide on budgets and decisions in their schools and that disconnects and intimidates them./Los padres no tienen poder de desicion sobre los presupuestos y las

Parents do not feel heard./Padres no se sienten escuchados.

e Ca

Sub-cause

Liaison/personnel need to invite ALL parents./El enlace/personal debe invitar a TODOS los padres.

We do not have consistent and authentic parent engagement in our district./No tenemos una participación constante y auténtica de los padres en nuestro distrito.

Parent do not feel they belong in spaces within the school site (cafecitos, SSC)./Los padres no sienten que pertenecen a los espacios dentro de la escuela (Cafecitos, SSC).

Parents being seen as experts/Ver a padres como expertos

It is difficult to collect gather two way communication. Different methods have been tried: Google Forms, Google Meets sessions. How do you ensure that all parents have a voice?/Es difícil recopilar la

The school environment is not suitable to serve the needs of parents / students./El ambiente escolar no esta apto para servir las necesidades de los padres/estudiantes.

Preparation of staff to be empathetic in the face of adversities and circumstances before parents./Preparacion de personal para ser empaticos ante las adversidades y circustancias ante padres.

Change of communication and negotiation strategies to participate in activities related to students./Cambio de estrategias en comunicacion y negociacion para paticipar en actividades referente

Root Cause Analysis Tools
- Fishbone Protocol
- 5 Whys Protocol
- High Leverage Change Idea Protocol

Plan-Do-Study-Act (PDSA)

Community Engagement Initiative

Gallery Walk

We invite you to do a gallery walk to learn more about our CEI Cohort I and Cohort II district partners. As you do the gallery walk, reflect on the following questions:

- What stands out for you about the districts you visited?

- Based on your observations, what core root cause do you think the district(s) is/are addressing?

- What culturally responsive practices do you see in the gallery walk?

- Do you see a culturally responsive district practice you would like to learn more about?

CEI NEWS
Your Source for all Community Engagement Initiative News

2022-06-30   THIRD YEAR EDITION

Family & Community Engagement Department

OMSD gets a visit from US Secretary of Education, Miguel Cardona!

Conscious and intentional effort for communication practices that involve community voice. Collaborative work for district level planning, goal development and actions that support our students.

Class Enrollment

OMSD has a new department, Family and Community Engagement! Parent Education Center has formed a group of Parent Ambassadors to create a bridge between our District and 32 school sites!

OMSD welcomes back "in-person" instruction successfully!

DISTRICT	GRADE SPAN	LOCATION	COHORT	ENROLLMENT	DESIGNATED SCHOOL SITE
Anaheim Union High School District	7-12	Southern	I	30,292	High School
Azusa Unified School District	K-12	Southern	I	8,010	Elementary School
Bakersfield City School District	K-8	Central Valley	II	30,782	Elementary School
Cajon Valley Union School District	K-8	Southern	I	17,468	Elementary School
Chino Valley Unified School District	K-12	Southern	II	27,511	Middle School
Moreno Valley Unified School District	K-12	Southern	II	32,763	High School
Oakland Unified School District	K-12	Bay Area	II	49,245	Middle School
Ontario-Montclair School District	K-8	Southern	I	20,606	K-8
Oxnard School District	K-8	Central Coast	I	16,134	Elementary School
Pajaro Valley Unified School District	K-12	Central Coast	II	20,106	Elementary School
Parlier Unified School District	K-12	Central Valley	II	3,600	High School
Riverside Unified School District	K-12	Southern	II	40,708	Middle School
Salinas Union High School District	7-12	Central Coast	II	16,392	Middle School
Santa Ana Unified School District	K-12	Southern	II	44,017	Elementary School
Upper Lake Unified School District	K-12	Northern	II	844	High School
Val Verde Unified School District	K-12	Southern	II	20,141	Elementary School
Victor Valley Union High School District	7-12	Southern	II	11,653	High School

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Gallery Walk – Cohort Posters

- **What stands out for you about the work of the districts?**
- **What insights did you gain from these posters?**
- **What feedback do you have about how LEAs are communicating their progress**

Preliminary Impact Analysis

Challenge

How do you measure the impact of the Community Engagement Initiative on SDs, their staff, and students?

Solution

Use publicly available common data from Dataquest and the California School Dashboard's Local Indicators

Compare changes over time between CEI districts and all districts in California

Quantitative Analysis of CEI Cohorts I and II

- Suspension rate comparisons

- Chronic absentee rate comparisons

- Graduation rate comparisons

- Analysis of California School Dashboard Local Indicator responses in 2019 and 2021 (described on following pages)

  - Self-ratings across 12 measure of Parent and Family Engagement

  - Narrative responses to 3 prompts about Parent and Family Engagement

Note: a qualitative analysis of CEI participant perceptions was conducted by RTI and is available upon request

California School DASHBOARD

Home   State Summary   Search   More Information   Select Language ▾

DISTRICT PERFORMANCE OVERVIEW

Santa Ana Unified

Explore the performance of Santa Ana Unified under California's Accountability System.

Generate PDF Report 📄

View All Schools

View Additional Reports ⧉

2021 ▾

Due to the COVID-19 pandemic, state law has suspended the reporting of state indicators on the 2021 Dashboard. However, available data that would have been included in the Dashboard are reported on the Department's web site if they were determined to be valid and reliable. Information regarding the reporting status of data is available at COVID-19 and Data Reporting and the COVID-19 Accountability FAQs.

| Basics: Teachers, Instructional Materials, Facilities | Implementation of Academic Standards | Parent and Family Engagement | Local Climate Survey |

| Access to a Broad Course of Study |

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SANTA ANA UNIFIED

Conditions & Climate

View data related to how well schools are providing a healthy, safe and welcoming environment.

Local Indicators

| LEARN MORE — Basics: Teachers, Instructional Materials, Facilities — View More Details → | LEARN MORE — Parent and Family Engagement — View More Details → | LEARN MORE — Local Climate Survey — View More Details → |

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Email Us

Lowest Performance — Red   Orange   Yellow   Green   Blue — Highest Performance

About the Accountability System

Conditions and Climate

View data related to the attitudes, behaviors, and performance of students.

Academic Performance
  Implementation of Academic Standards

Academic Engagement
  Access to a Broad Course of Study

Conditions and Climate
  Basics: Teachers, Instructional Materials, Facilities
  Parent and Family Engagement
  Local Climate Survey

Local Indicators

Basics: Teachers, Instructional Materials, Facilities

This measure addresses percentage of appropriately assigned teachers; students' access to curriculum-aligned instructional materials; and clean and functional school facilities.

View More Information

Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes, and seeks input for decision-making.

⊕ View More Information

Local Climate Survey

This measure addresses information regarding the school environment based on a local climate survey administered every other year on the topics of school safety and connectedness.

LEAs report how they administered a local climate survey (at least every other year) that provides a valid measure of perceptions of school safety and connectedness to their local governing boards at a regularly scheduled

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Parent and Family Engagement

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the State Board of Education adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its Local Control and Accountability Plan (LCAP), and reports to stakeholders and the public through the Dashboard.

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.

Initial Implementation

A

2. Rate the LEA's progress in creating welcoming environments for all families in the community.

Beginning Development

3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.

Initial Implementation

4. 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.

Initial Implementation

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.

To support equity, access, and inclusion, the Community Relations department is responsible for supporting the practice of FACE throughout the entire District and community. Although the practice of engaging all stakeholders is the responsibility of all those who serve students, the District is committed to providing all the support, resources, and structures by establishing a Wellness Center at each one of the 55 sites in addition to a District Wellness Center. To support fidelity of this practice and provide additional support to schools, families, and community, sites are all staffed with FACE staff who act as facilitators in providing support, resources, and access to a myriad of kind of options reflective of the needs of each site.

B

Family engagement is one of the most important practices to ensure equity, access and a reflective, inclusive and positive school climate, which directly impacts educational outcomes. When families are engaged at school, children perform better in both behavior and academic achievement. To further expand community engagement
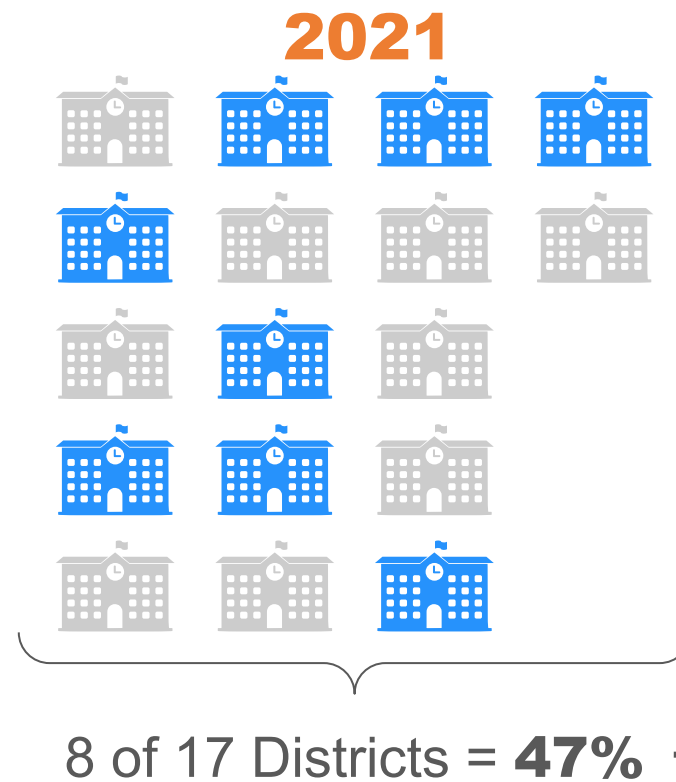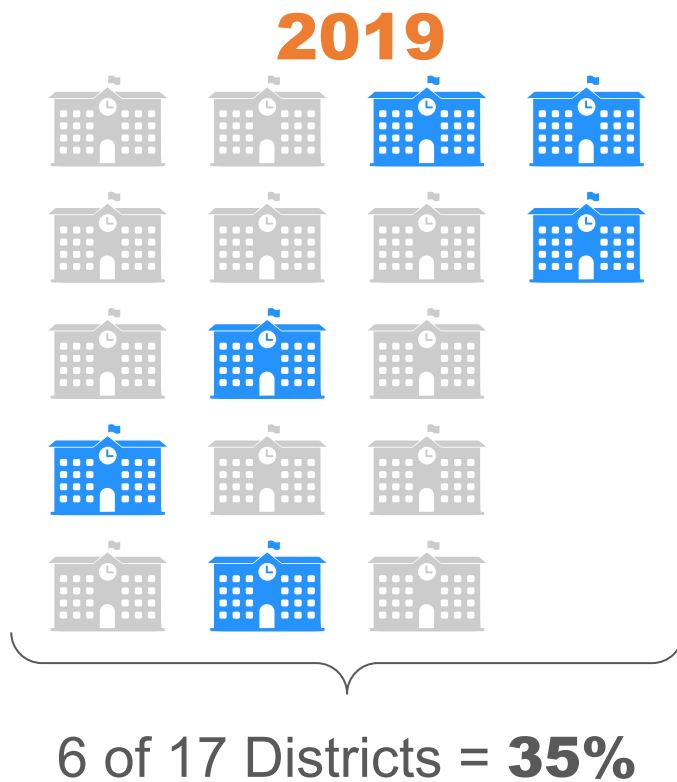
A Self Reflection Tool Rating Scale (lowest to highest)

1 Exploration And Research Phase

2 Beginning Development

3 Initial Implementation

4 Full Implementation

5 Full Implementation and Sustainability

B Word Count Analysis

Analysis Methods for Measuring Parent and Family Engagement Self-Ratings

2019

6 of 17 Districts = **35%**

2021

8 of 17 Districts = **47%** - - - - - - - - ▶ **+12%**

Change in Percent of Districts with Self-Rating of "Full Implementation" or "Full Implementation and Sustainability" as reported on the California School Dashboard

Panel 1: CEI OVERVIEW

CEI COHORT DISTRICTS

- **17** DISTRICTS
- **380,000** STUDENTS
- **77%** UNDUPLICATED

STATE OF CALIFORNIA

- **1,000+** DISTRICTS
- **6 Million** STUDENTS
- **62%** UNDUPLICATED

COHORT 1 & 2 DISTRICTS

17 CEI DISTRICTS

1. **Upper Lake Unified** — Approx. Enrollment: 1,000
2. **Oakland Unified** — Approx. Enrollment: 49,000
3. **Pajaro Valley** — Approx. Enrollment: 19,000
4. **Salinas Union High** — Approx. Enrollment: 16,000
5. **Parlier Unified** — Approx. Enrollment: 3,000
6. **Bakersfield City** — Approx. Enrollment: 29,000
7. **Oxnard Union High** — Approx. Enrollment: 15,000
8. **Cajon Valley Union** — Approx. Enrollment: 17,000
9. **Victor Valley Union High** — Approx. Enrollment: 11,000
10. **Azusa Unified** — Approx. Enrollment: 7,000
11. **Ontario-Montclair** — Approx. Enrollment: 19,000
12. **Chino Valley Unified** — Approx. Enrollment: 27,000
13. **Anaheim Union High** — Approx. Enrollment: 29,000
14. **Santa Ana Unified** — Approx. Enrollment: 47,000
15. **Riverside Unified** — Approx. Enrollment: 40,000
16. **Moreno Valley Unified** — Approx. Enrollment: 32,000
17. **Val Verde Unified** — Approx. Enrollment: 19,000

Panel 2: SUMMARY REPORT

Change from 2019–2021 in Percent of Districts with Self-Rating of "Full Implementation" or "Full Implementation and Sustainability" on the California School Dashboard

CEI Cohort	California	Category
+12%	+10%	Relationships: Building Trust and Respect
-6%	+11%	Relationships: Creating Welcoming Evironments
+35%	-5%	Relationships: Supporting Staff
+12%	+9%	Relationships: Developing Opportunitites for Communication
0%	0%	Partnerships: Providing Professional learning
+18%	+2%	Partnerships: Providing Families with Resources
+12%	+11%	Partnerships: Implementing Policies and Programs
+18%	-3%	Partnerships: Supporting Families as Advocates
+24%	0%	Decision Making: Building Capacity for Leaders and Staff
+18%	-5%	Decision Making: Building Capacity for Families
+29%	-4%	Decision Making: Implementing Strategies to Connect with Families
+12%	-9%	Decision Making: Providing Opportunitites for Engagement

Average ratings based on 2019 and 2021 California School Dashboard Local Indicators self-ratings using the 1-5 scale with 1- Exploration and Research Phase; 2 - Beginning Development; 3 Initial Implementation; 4 - Full Implementation; and 5 - Full Implementation and Sustainability"

NARRATIVE RESPONSES

Average number of words in narrative reports on CA School Dashboard Local Indicator Narratives (1) Relationships; (2) Partnerships; and (3) Decision Making

CEI DISTRICTS

232 WORDS
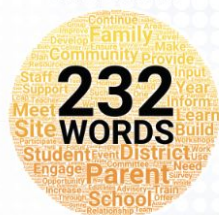
In 2021, CEI Cohort districts used 49% more words than districts across the State of California in the narrative responses on the CA School Dashboard Local Indicators
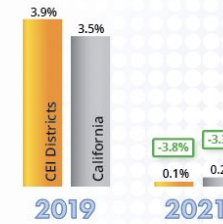
CALIFORNIA

156 WORDS

Panel 3: SUSPENSION RATE / CHRONIC ABSENTEEISM / GRADUATION RATE

SUSPENSION RATE

Change from 2019 to 2021 in Suspension Rates for CEI Cohort Districts vs. Districts across California

- 2019: CEI Districts 3.9%, California 3.5%
- 2021: CEI Districts 0.1% (-3.8%), California 0.2% (-3.3%)

In 2021, the suspension rate in CEI Cohort Districts was half the State average and declined more than the State average

CDE Suspension Data:
2019-20 data is valid and reliable for the time schools were physically open but not comparable to other years.

CHRONIC ABSENTEEISM

Change from 2019 to 2021 in Chronic Absenteeism Rates for CEI Cohort Districts vs. Districts across California

- 2019: CEI Districts 13.1%, California 12.1%
- 2021: CEI Districts 15.3% (+2.2%), California 14.3% (+2.2%)
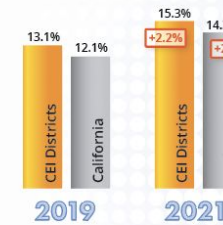
In 2021, the rate of chronic absenteeism increased equally in CEI Cohort districts and in the State average.

Chronic Absenteeism Data:
2019-20 data is valid and reliable for the time schools were physically open but not comparable to other years.

GRADUATION RATE

Change from 2019 to 2021 in Graduation Rates for CEI Cohort Districts vs. Districts across California

- 2019: CEI Districts 87.4%, California 84.5%
- 2021: CEI Districts 87.4% (+0%), California 83.6% (-0.9%)
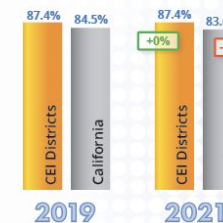
The graduation rate in CEI Cohort Districts remained the same in 2021 while the State average declined nearly 1%

Graduation Rate Data:
Weighted averages are calculated by combining the number of students who graduated from high school in four years with a regular high school diploma divided by the number of students from the adjusted cohort for the graduating class.

Gallery Walk – Data Reflection

- What stands out for you from the data visualizations?

- What insights did you gain from the visualizations?

- What feedback do you have to improve or refine the metrics?

- Are there any other indicators that should be considered?

- How might these insights inform policy and practice?

- What might we anticipate learning from this data set over time?

How to go about answering the million $$ question..

How do you measure the impact of an engagement initiative on student outcomes?

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Activity Questions

*In pairs or small groups discuss the following questions
and provide your responses on post-it notes*

1. **What types of data are most impactful for telling the CEI story?**

2. **What recommendations do you have for the best methods to evaluate the impact of the CEI on student outcomes?**

3. **How does the CEI connect to other projects you are involved with?**

Defend & Mend Coalition Members

- **Californians for Justice** (Statewide)
- **California Youth Connection** (Statewide)
- **Sacramento ACT** (Sacramento)
- **Coleman Advocates** (San Francisco)
- **RYSE Center** (Richmond)
- **Bay Area Parent Leadership Action Network** (Oakland)
- **Oakland Community Organization** (Oakland)
- **Somos Mayfair** (San Jose)
- **People Acting in Community Together** (San Jose)
- **Faith in the Valley/RISE Merced** (Central Valley)

- **Fathers and Families of San Joaquin** (Central Valley)
- **LA Voice** (Los Angeles)
- **Families In Schools** (Los Angeles)
- **InnerCity Struggle** (Los Angeles)
- **Community Coalition** (Los Angeles)
- **Khmer Girls in Action** (Long Beach)
- **Inland Congregations United for Change** (Inland Empire)
- **Orange County Congregation Community Organization** (Orange County)
- **Public Advocates** (Statewide)