

Guiding Questions

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What should we consider as we share data in Fall of 2025 with families?

What is important/helpful in this process?

How are the definitions in pink, yellow and blue boxes helpful?

What is not?

How are they not?

* Consider some families are coming with no prior knowledge of our educational system so when presenting data & solution less acronyms could be helpful.

* Some data can be discouraging presenting solutions or action plans along side data. Along with plans on how the family/parent can be involved with the plan.

* Spelling things out clearly
 * Saying why the data we are looking at is important and how it affects student.

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Students Voice!
 Why are they not/are going to school?
 Who are their favorite teachers or other adults on campus?
 Do they feel respected by adults on campus? What does that look/feel like.
 Asking students who have been suspended how they would have handled consequences differently
 Sharing possible solutions to negative data with parents so it doesn't just feel bad.
 Sharing why being at school is important for not just grades and for the school

Seeing how different schools are doing things differently.

Yes. I would have handouts to go with them. I am a slow reader and it makes me nervous to read in a group setting.

Good accessible language

Bullet point descriptions
 Make it EASY to understand

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Info organized by
Sub groups-

ex Suspension rates vs.

- Socio economic
- Race
- IEP/504
- etc

Drill down to find
more specific explanations
for -----

Suspension Rates

Benchmark Test

Chronic Absenteeism

OK, They provide
a common understanding
of the data.

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<p>Who can be parent/family ambassadors— Caregiver peers that bring each other to the table and lift the data sharing to more people ...</p> <p>When are you doing it & how much notice is given - does it conflict - what about families with students at multiple sites/schools?</p>	<p>ongoing info sharing + access to data not a one-time event</p> <p>connecting to their "what matters most" - How does it impact their child(ren), family, community, themselves?</p>	<p>I like the yellow boxes as definitions + clearly stating the expectations</p> <p>I like data to support the info being sought but sometimes think it can be too much or too specific or not specific enough</p> <p>It can not be helpful if it is not current or accurate</p>

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<p>What is the district doing to moving forward in terms of embedded support services and learner success</p> <p>competency based learning</p>	<p>providing non-academic based literature</p> <p>family listening sessions</p> <p>cold calls</p>	<p>Why is an excused absence still counted against the student</p> <p>Why only count a students suspension as one when they could have been suspended multiple times</p>

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- Student data on belonging
 - possible principal student surveys
 - California healthy kids survey
- Staff climate data
 - Staff survey around belonging
 - PBIS info around behavior
- Percentage of English Language Learners.

It would be helpful to have demographic info around chronic absenteeism, suspensions, test scores.

I would like to see a side by side of students not at grade level, approaching, or at grade level

Yes. I think this is helpful for people who do not work in the school system to know what the categories are and what is calculated.

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Are ~~the~~ ^{data &} resources offered bilingually?

- Suggestion: lay out support system on campus to complement data & support the concerns families might have

- Set up follow-up meetings or outreach beyond one single data day or walkthrough

- Consider: who is the group?

Which families are present & which are not? Is the families demographics comparable to the school's population?

Helpful:

- * Data walkthrough activity

- Definitions are helpful

- Why are we looking at these data points only? → Introduce the importance of these data points beforehand to parents & families.

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The breakdown of all the data we are providing.

- Reasonings
- Gender Data
- Race/Ethnicity/Communities

Taking a deep dive into the narratives that drive our students performance.

- It gives us a direct idea of how our students will be successful in reading, math, ~~and gives insight into~~

- N/A for "how are they not"

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Sharing data that shows an awareness of rates that might spike because students may feel unprepared so offering supports with the data.

Numbers - rates - percentages are important but we need a better breakdown of data. Especially with suspension rates

The boxes are kind of generic. It would be helpful to have more of a narrative

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- race effects on data
- gender identity effects on data
- sexes) ~~and~~ effects on data
- which schools have referrals to outside organizations & which don't
- what percent of youth are recidivating?
- which schools have what programs inside of school to combat the issues at hand?
- survey analysis of which kids feel at place & like they have a caring adult at school + ~~comparison~~ comparison to data.

- bridges mental gaps
- makes our youth more applicable
- the breakdown of the data is great.
- Need to ~~remember~~ remember that the youth are beyond just numbers. Statistics & Stories matter equally!

- Super helpful, put things that we as educators know how to digest into something more palatable for the community.

- suspension rates + recidivism?
- IEP & 504's?
- learning disabilities?

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Data broken down by demographics.
 EL + SPED / 504 data
~~EL~~ M-V data
 type of suspension + reason
 - possibly include print out of dashboard

Yearly trending data is helpful

- Would be helpful to see a list of current services/programs at each site
- healthy kids survey data
- would be helpful to ground ourselves in "portrait of a grad" to see where we are trying to get to and how the data helps/harms that progress

Data/info was helpful
 → especially suspension info + demographics

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How can we share data that makes it easy to interpret but shares everything.

The principal narratives were nice but did not address issues at each site.

I want to hear the good & bad - what is each site focusing on?

Include info on students with disabilities, & interventions at each site for math & ELA.

It was interesting to see the data but could have been helpful to see sites side by side. eg. Winship vs Zane.

Explanations for some data such as why low IXL scores could have been helpful.

Listening to others' questions and comments was a good reflection of what our community members do & do not know.

Very helpful. but could be expanded upon.

Good, bad, & ugly - what are we doing to address it?

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<p>How parents impact pos. outcomes CA ↓, Susp ↓, academics ↑?</p>	<p>Having a School rep @ the data to pt/highlight something, but also encourage the wondering?</p>	<p>Extremely helpful we were able to go back & ref. them</p>
<p>Do parents know how to encourage their child to be engaged (club, sport, VAPA, etc.)?</p>	<p>Opportunity to have conv. w/ others.</p>	
<p>CHKS survey</p>	<p>I saw things I wouldn't have explored w/o their conv.</p>	

Thank You!

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Give them time to take in the data...

Share data early with active parents & ask for input to make it more clear.

The ultimate goal is Parents will understand the goals & see how their student is impacted, and school is doing.

... learning together is always beneficial. Are we missing an opportunity to ~~let~~ report back data from our empathy interviews?

Yes...

Parents should get those definitions ahead of the walk from the school invitation.

Not... as a stretch they take up valuable space...

Data should be fun... - who makes data fun, make sure they are (on) the participate. invited to

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<p>Whole child Site Data @ each site Parent engagement Student clubs parent surveys Well space visits Sped # McV # transports #</p>		

MTSS Team Meeting #s

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- Share McKinney Vento #'s.
- Share HOW many suspensions AND how many students.
- Disaggregate by sub-groups + LOCATION of suspensions
- As a parent, I want

- Seeing # of students on the data #

Yes, helpful 😊

to know how do I help my kid score well on mclass + IXL?

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How data looks over these categories

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<p>Share how many students take the tests.</p> <p>mClass</p> <p>IXL</p> <p>Example Lisa C. said not all High School teachers are testing students in IXL</p>	<p>Seeing # of students is helpful.</p>	<p>Yes</p> <p>Add IXL is a computer based test</p>
	<p>It would be helpful to break down by Socio/econ, challenged, Race/Ethnicity, gender</p>	<p>Maybe easier to look at data at a glance</p> <p>%^{Number} of Students at our school are not at grade level</p>
	<p>Include Foster/Homeless information</p>	<p>What does SIPSA SAY</p>

Present to families to test first before roll out | Talking points for parents

ETHS Discussion

- Suspensions: does this include teacher class suspensions?
- Gender identity, race to be included in data
- ^{Student} Narratives are important
 - Help to figure out the why to change systems
- What supports do they have on campus? ~~BSU~~ GSA, BSU etc.
- Top reasons for suspensions - what boxes? + ethnicity
- Students perspective going into each grade level
- What are procedures for student returning after suspension?
- How are we helping students transition from school to school? 10th + 9th graders ~~have~~ ^{have} high suspension rates
- Where do ETHS students go after 10th grade?
- What supports are in place for high school students from ~~margin~~ ^{marginalized} groups?
- Consistency in how we respond to behavior across sites

1. What is related to Community Reports?

What is CSL diary

What are the changes happening at the school?

2. What is working?

Is it engagement

How many kids coming to clubs? the well Accessible spaces?

What are all of the contributions factors to our students doing well and poorly



All of the OS Data

aligned
o Empathy

o Family Engagement Interviews

o What are the Parent Survey Results?

- Attendance

o Attendance

- Clubs Attendance

- WWSpace Visits

Washington Table Talk

How are we doing

1) Washington has an effort to get resources for families. Some families may be embarrassed.

2) Data Collection can be hard to get and scary to some families.

3) Language Arts test scores are very low, Questioning IXL (computer tests)

4) Program did not teach kids to read for lower level students (5 years)

5) Kids who missed building blocks during covid are struggling

More about: Break down by Race/Ethnicity, socio economic, gender identity

CCSSPP Advisory Council Agenda

Friday, May 9, 2025, 8:30 to 11:30 am

Zoe Barnum Cafeteria (216 W Harris St, Eureka)

[Slide Deck](#)

Welcome

8:30-9:10

- Centering Work of Community Schools
- Introductions

Community Data Walk Overview

9:10-9:15

Participant Feedback

- Purpose: **Practice** Centering Data - taking on the role of families
- Participant Gallery Walk - 3 (10-minute) Rounds

Data Walk

9:15-9:45

Table Talk Discussion

9:45-10:00

Whole Group Participant Feedback

10:00-10:25

Break

10:25-10:40

Observer Feedback - Guiding Questions

10:40-11:00

- Work Alone for 5
- Table Share for 10

Community Discussion

11:00-11:15

- What do you appreciate about the process?
- What should we consider about the process in our next iteration with families?

Next Steps & Closing

11:15-11:30