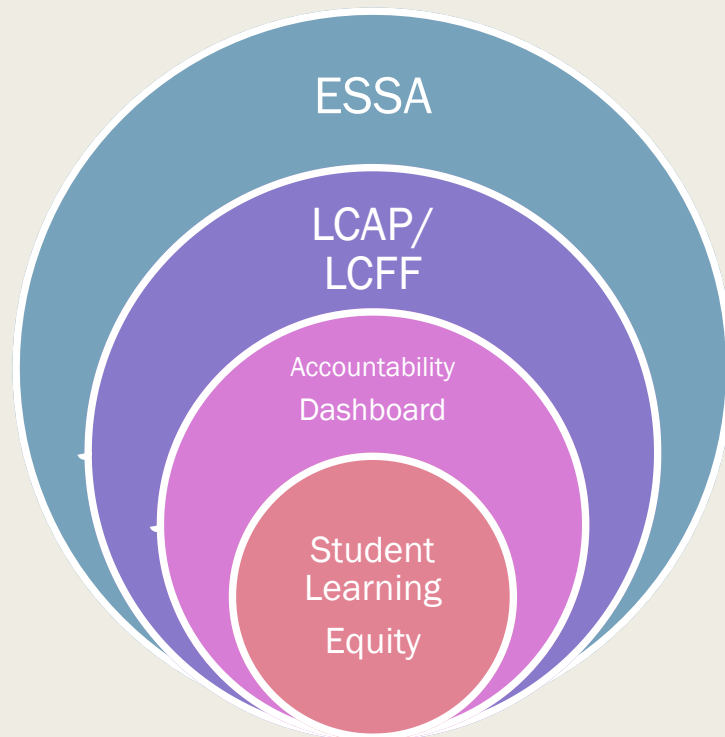


CALIFORNIA'S EDUCATION ACCOUNTABILITY SYSTEM



LCFF

- Overview:

- *Signed into law – 2013 along with new accountability system*
- *Based on:*
 - Provision of resources equitably to students with learning and socio-emotional barriers
 - Provide greater flexibility for educators to serve and respond to their students needs

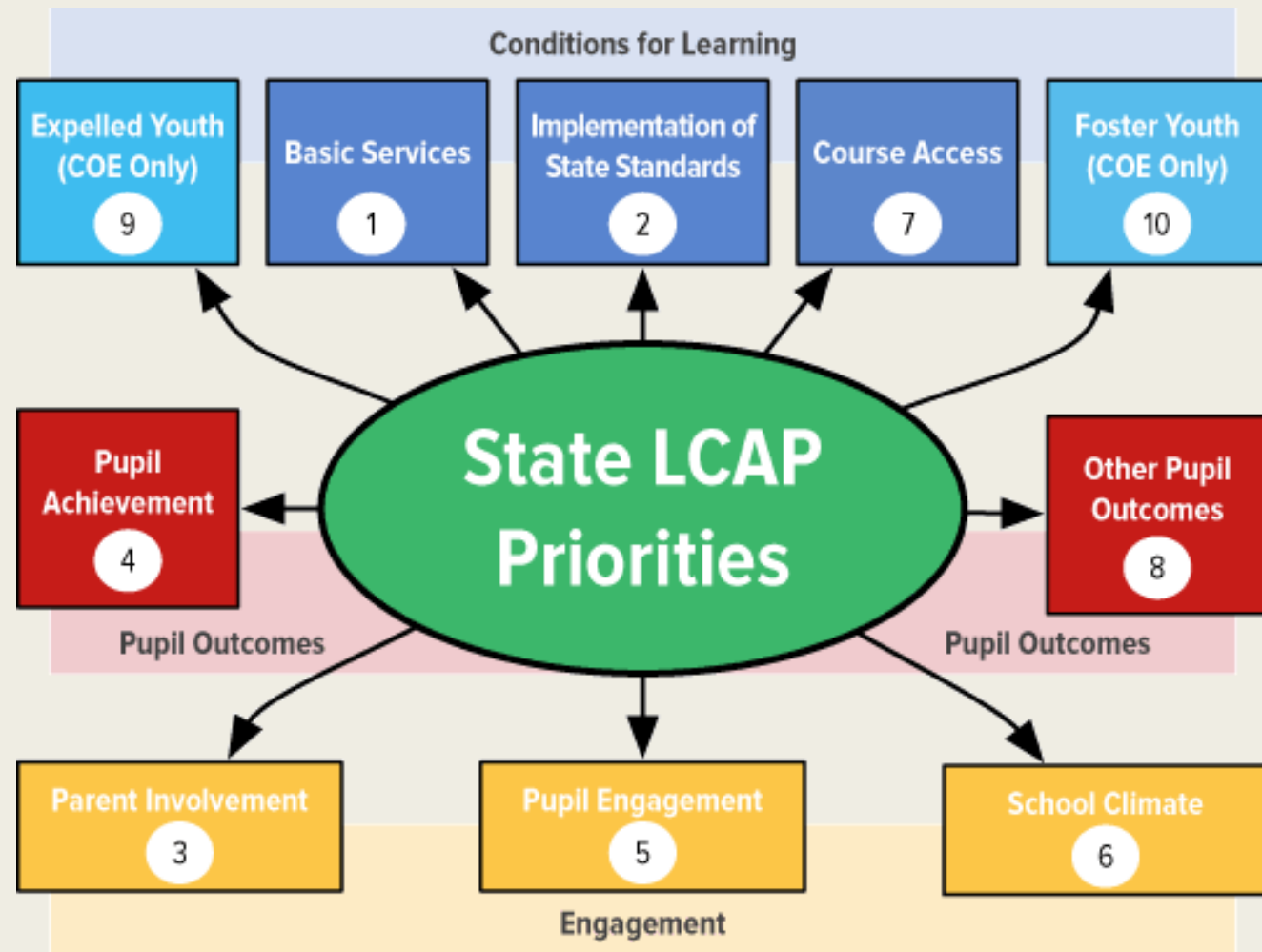
Local Accountability & Engagement

- Plan – all districts must adopt a Local Control and Accountability Plan (LCAP)
 - 3 year plan
 - Consultation/Stakeholder engagement: Parents, students, teachers, staff, bargaining units
 - Increase/improve.
- Timeline for developing LCAPs:

Late Summer	Winter, 2017	Spring, 2018	Spring, 2018	July 1, 2018	October 1, 2018
District engages the community to solicit input on the LCAP. District and community assess student needs.	District creates first draft of plan, incorporating community input.	District presents proposed plan to parent advisory committees for feedback and input.	District responds in writing to feedback from parent advisory committees and incorporates feedback into plan.	School board adopts plan by July 1st in a public hearing.	County office of education must approve district LCAPs by October 8th.
Suggested	Suggested	Suggested	Suggested	Required by Statute	Required by Statute

8 State Priorities

In the Local Control & Accountability Plan (LCAP) districts in consultation with their communities, must develop goals and specific actions, as well as measurable student outcomes, that address the eight statewide priorities and any additional locally defined priorities



State Priorities – *Conditions of Learning*

■ Priority 1 – Basic Services:

- *Providing all students access to fully credential teachers*
- *Instructional materials aligned with state standards*
- *Safe, well maintained school facilities*

■ Priority 7 – Course Access:

- *Ensuring that all students have access to a broad course of study in all required subject areas including: math, science, visual and performing arts, health, P.E., and CTE, that prepare them for college and careers.*

■ Priority 2 – Implementation of State standards

- *School programs/services enable all student, including English learners to access California's academic standards - including*



State Priorities – *Engagement*

■ Priority 3 – Parent Involvement

- Efforts by district to seek input from all parents and engage parents in decision making as well promoting parent participation in programs targeted for the needs of students

■ Priority 5 – Student Engagement:

- *Providing engaging programs and course work that keeps students in school*
 - Attendance rates
 - Dropout rates
 - Graduation rates

■ Priority 6 – School Climate:

- *Factors both inside and outside the classroom that impact student success such as health, safety, student discipline and school connectedness.*
 - Suspension rates
 - Expulsion rates
 - Surveys of student, teachers and parents



State Priorities – *Pupil Outcomes*



■ Priority 4 – Student Achievement

– *Improving achievement and outcomes for all students as measured by:*

- CAASPP
- EL proficiency
- College and Career Readiness
- A-G
- Performance Indicator



■ Priority 8 – Other Student Outcomes:

– Measuring other important indicators of student performance in all required areas of study

California School Dashboard

- Web-based accountability system
- Fosters continuous improvement
- Encourages a deeper look of performance data for districts, schools, and student groups on the state and local indicators

1. Measures LCFF State Priorities using state and local standards.
2. Provides Multi-Dimensional picture of students' educational experience and promotes equity.
3. Identifies need for technical assistance and intervention.



Student Groups

The new accountability system reflects equity by highlighting disparities in performance for any of the 13 student groups and local indicators.

1. English learners
2. Foster youth
3. Homeless Youth
4. Socioeconomic disadvantage
5. Students with Disabilities
6. American Indian
7. Asian
8. African America
9. Filipino
10. Hispanic
11. Pacific Islander
12. 2+ Races
13. White



Reading the Dashboard

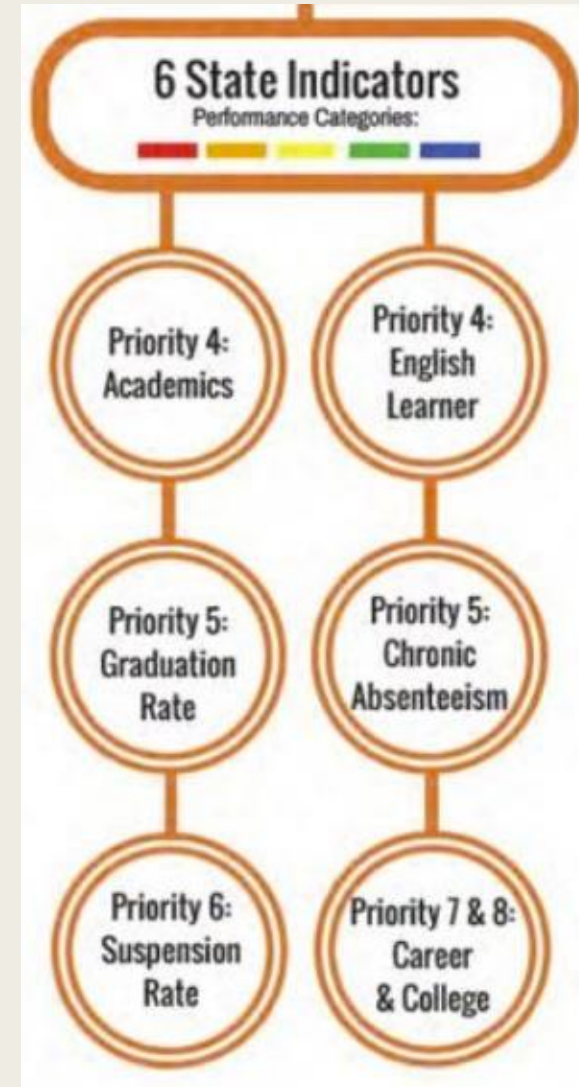
The School Dashboard will have different reports that will show performance levels of all students on the **state** indicators and **local** indicators.

- Equity Report** – Displays overall performance of all student groups.
- Status & Change Report** – Reflects the performance level for each state indicator
- Detailed Reports** – Reflect the year-to-year data for academic performance, academic engagement and school conditions and climate.
- Student Group Report** – Displays performance of all students and each student group



Six State Indicators to Measure Performance

The state indicators are based on data that is collected consistently across the state from LEAs through the CA Longitudinal Pupil Achievement Data System (CALPADS)



Measuring Performance

- The Dashboard illustrates the performance level for each state indicator using the **5-color coded performance levels**.
- The overall performance level that districts and schools receive is based on how current performance (**STATUS**) compares to past performance (**CHANGE**).



Blue

Highest



Green



Yellow



Orange



Red

Lowest



Dashboard

Equity Summary

The screenshot shows the California School Dashboard Equity Report for Spring 2017. The page includes a navigation bar with links for Home, FAQ, Resources, Glossary, Translate, and Search. Key statistics are displayed: Enrollment (28,639), Socioeconomically Disadvantaged (72%), English Learners (34%), and Foster Youth (N/A). The Grade Span is P-Adult and Charter School is No. A navigation menu allows switching between Equity Report, Status and Change Report, Detailed Reports, and Student Group Report. A descriptive paragraph explains that the Equity Report shows performance levels for all students on state indicators and the number of student groups in the two lowest performance levels (Red/Orange). A table follows, listing state indicators and their performance metrics. The table has four columns: State Indicators, All Students Performance (with a met rating icon), Total Student Groups, and Student Groups in Red/Orange. The indicators listed are Chronic Absenteeism, Suspension Rate (K-12), English Learner Progress (K-12), Graduation Rate (9-12), College / Career (Available Fall 2017), English Language Arts (3-8), and Mathematics (3-8). A footer note suggests selecting underlined local indicators for more detailed data.

California School Dashboard x Laura

Secure | <https://www.caschooldashboard.org/#/Details/07617960000000/1/EquityReport>

Home FAQ Resources Glossary Translate Search

Enrollment: 28,639 Socioeconomically Disadvantaged: 72% English Learners: 34% Foster Youth: N/A Reporting Year: Spring 2017

Grade Span: P-Adult Charter School: No

Equity Report Status and Change Report Detailed Reports Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		11	5
English Learner Progress (K-12)		1	1
<u>Graduation Rate (9-12)</u>		8	1
<u>College / Career</u> <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
<u>English Language Arts (3-8)</u>		10	3
<u>Mathematics (3-8)</u>		10	3


Select any of the underlined local indicators to see the local data for those with a met rating.

<https://www.caschooldashboard.org/#/ReportDetail/07617960000000/1/6>

Reference Charts for each State Indicator

- Performance levels are calculated using percentiles to create a 5 by 5 reference chart that combines **Status** and **Change**

- Example: An LEA had performance status in medium year - ORANGE but made growth/increased in year 2 - GREEN*

Growth/change across time 

		Change				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Status	Very High	Yellow	Green	Blue	Blue	Blue
	High	Orange	Yellow	Green	Green	Blue
	Medium	Orange	Orange	Yellow	Green	Green
	Low	Red	Orange	Orange	Yellow	Yellow
	Very Low	Red	Red	Red	Orange	Yellow

Status and Change – Academic Indicator

Example

English Language Arts (Grades 3-8) - Schools Five-by-Five Placement

Select an Indicator: English Language Arts (Grades 3-8) Indicator ▼

Reporting Year: 2017 (Spring) ▼

[View Student Groups Five-by-Five Report](#)

[View Detailed Data](#)

LEVEL	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or increased by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above	Yellow (None)	Green (None)	Blue (None)	Blue (None)	Blue (None)
High 10 points above to less than 45 points above	Orange (None)	Yellow (None)	Green (None)	Green <ul style="list-style-type: none"> • Hidden Valley Elementary • Proctor Terrace Elementary • Rincon Valley Middle 	Blue (None)
Medium 5 points below to less than 10 points above	Orange (None)	Orange (None)	Yellow (None)	Green (None)	Green (None)
Low More than 5 points below to 70 points below	Red (None)	Orange <ul style="list-style-type: none"> • Luther Burbank Elementary • Santa Rosa Middle • Steele Lane Elementary 	Yellow SANTA ROSA CITY SCHOOLS (District Placement) <ul style="list-style-type: none"> • Brook Hill Elementary • Helen M. Lehman Elementary • Herbert Slater Middle 	Yellow <ul style="list-style-type: none"> • Albert F. Biella Elementary 	Yellow (None)
Very Low More than 70 points below	Red <ul style="list-style-type: none"> • Hilliard Comstock Middle 	Red <ul style="list-style-type: none"> • Abraham Lincoln Elementary • Lawrence Cook Middle 	Red (None)	Orange <ul style="list-style-type: none"> • James Monroe Elementary 	Yellow (None)

4 Local Indicators to Measure Performance

The local indicators are the remaining LCFF state priorities that require LEAs to locally collect data and annually measure progress using self assessment and/or a menu of local measures.

- Local indicators do not apply to individual school sites.
- Data is self-reported and subject to community discussion and use in LCAP development



Measuring Local Progress:

Meet the Standard – annual analysis progress and report to local governing board and stakeholders

Use Evidence: LEAs will demonstrate meeting priority through the use of self-assessment tools.

Criteria: LEAs will assess their status based on evidence for each local indicator through criteria of Met, Did not meet for 1 year, Did not meet for 2 years

Levels of Support

All LEAs are eligible

Based on student group performance in each LCFF state Priority

- Technical Assistance:
 - *LEAs Identified in Fall, 2017*
 - One student groups meets criteria in two or more LCFF state Priority areas.

- Intensive Intervention:
 - *LEAS Identified in Fall, 2019*
 - If 3 or more student groups meet the criteria for two or more LCFF state priority areas in three out of four consecutive years.

Criteria for Determining LEA Eligibility for Technical Assistance and Intervention

Basics (Priority 1)

- *Not Met for Two or More Years* on Local Performance Indicator

Implementation of State Academic Standards (Priority 2)

- *Not Met for Two or More Years* on Local Performance Indicator

Parent Engagement (Priority 3)

- *Not Met for Two or More Years* on Local Performance Indicator

Pupil Achievement (Priority 4)

- *Red* on both English language arts and math tests, **or**
- *Red* on English language arts or math test **and** *Orange* on the other test, **or**
- *Red* on the English Learner Progress Indicator (EL student group only)

Pupil Engagement (Priority 5)

- *Red* on Graduation Rate Indicator, **or**
- *Red* on Chronic Absence Indicator

School Climate (Priority 6)

- *Red* on Suspension Rate Indicator, **or**
- *Not Met for Two or More Years* on Local Performance Indicator

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8)

- *Red* on College/Career Indicator

Coordination of Services for Expelled Pupils – COEs Only (Priority 9)

- *Not Met for Two or More Years* on Local Performance Indicator

Coordination of Services for Foster Youth – COEs Only (Priority 10)

Work in Progress

- Accountability systems for:
 - *Dashboard Alternative School Status – DASS*
 - Alternative Education
 - Special Education
 - *Same Dashboard with adjusted set of parameters*
 - *Small Schools*

Questions?

