

An Overview of the Dashboard and its Impact on Local Control and Accountability Plan Development

PRESENTED BY THE
CALIFORNIA DEPARTMENT OF EDUCATION

FEBRUARY 2017



Objectives

Participants will:

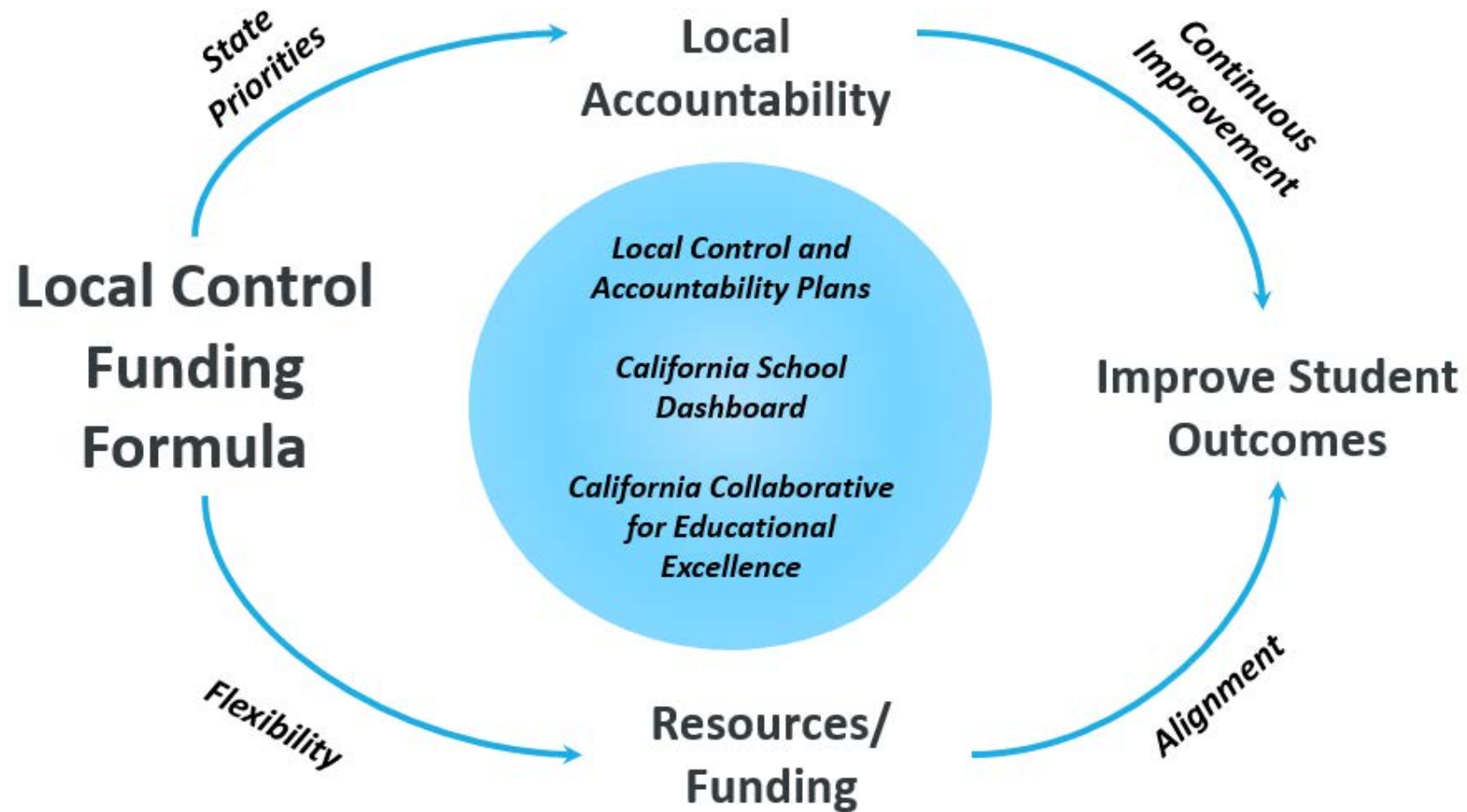
- Understand the three components of California's Accountability System
- The purpose of the Local Control and Accountability Plan (LCAP) and new California School Dashboard (Dashboard)
- How the Dashboard data and local data can assist in the local planning process

The Local Control Funding Formula

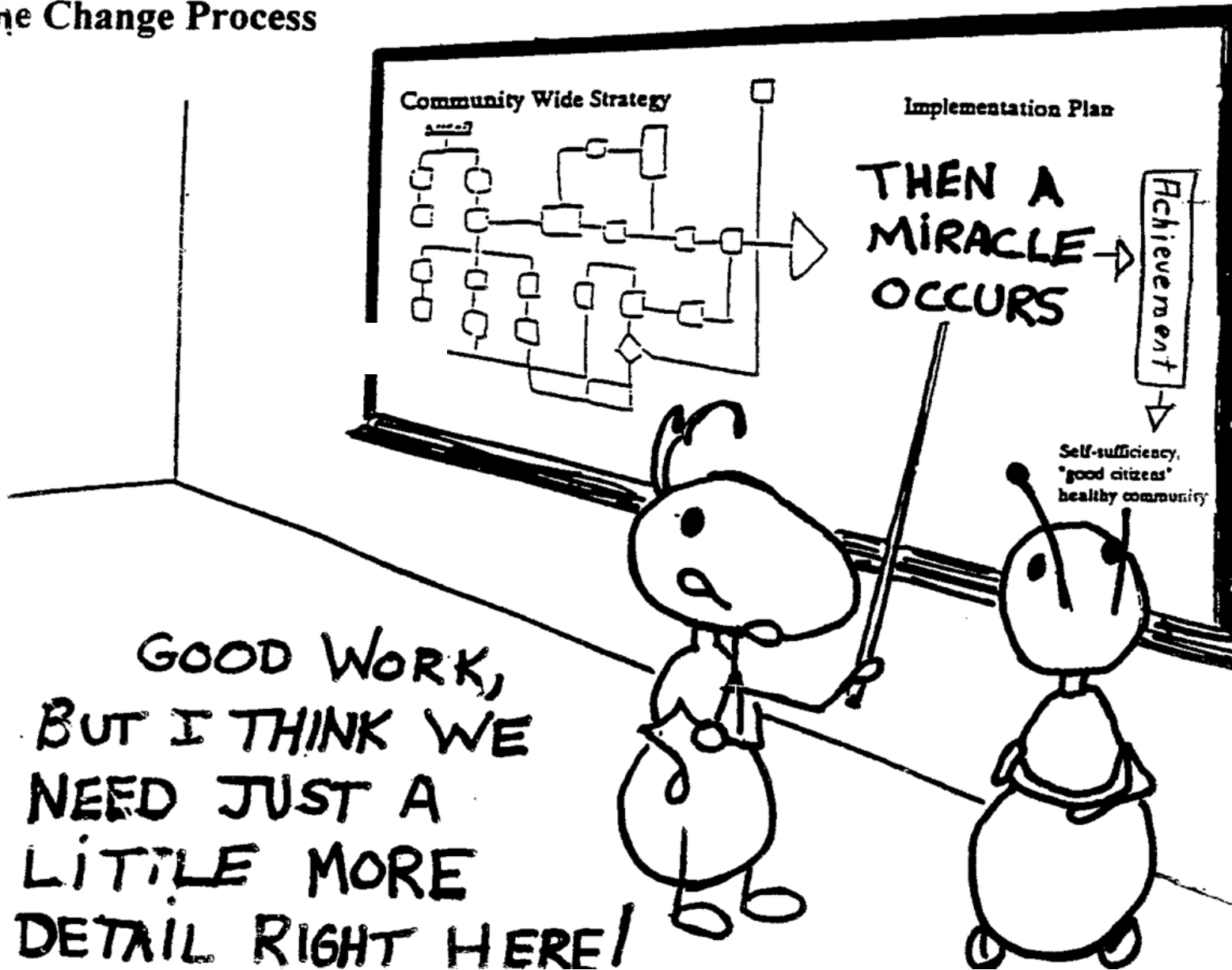
In 2013, Governor Brown signed the local control funding formula (LCFF) into law, along with a new accountability system based on two principles:

- provide resources more equitably to students with learning and socio-economic barriers, and
- provide greater flexibility for educators to serve and respond to the student's needs.

Reforming California's Education Finance and Accountability System



The Change Process



The Local Control Funding Formula

- LCFF significantly changed how California provides resources to public schools.
- Local educational agencies (LEAs) receive:
 - A specific base grant based on Average Daily Attendance, with grade span adjustments
 - Additional apportionments on the basis of the number and concentration of unduplicated pupils (low income, English learners, and foster youth)

The Local Control and Accountability Plan

- At its November 2016 meeting, the SBE approved revisions to the LCAP Template to:
 - Enable effective and efficient local planning
 - Support LEAs with conducting an in-depth data analysis to determine areas of need using multiple data sources
 - Develop goals, actions, and services to meet those needs

Local Control Funding Formula Evaluation Rubrics: Statutory Purpose


1. To support LEAs in **identifying strengths, weaknesses and areas for improvement;**
2. To assist in **determining whether LEAs are eligible for technical assistance;** and
3. To assist the State Superintendent of Public Instruction in **determining whether LEAs are eligible for more intensive state support/intervention.**

Indicators by Priority Areas

Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools Priority 1		Basics Conditions at School
Implementation of State Academic Standards Priority 2		Implementation of State Academic Standards
Parental Engagement Priority 3		Parent Engagement
Student Achievement Priority 4	Academic Indicator English Learner Indicator	
Student Engagement Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
School Climate Priority 6	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study Priority 7	College/Career Indicator*	
Outcomes in a Broad Course of Study Priority 8	College/Career Indicator*	
Coordination of Services for Expelled Students Priority 9		Coordination of Services for Expelled Students**
Coordination of Services for Expelled Students Priority 10		Coordination of Services for Foster Youth**

Key Features of the Dashboard

State Versus Local Performance

State	Local
	<p>Met</p> <p>Not Met</p> <p>Not Met for Two or More Years</p>
<p>Performance determined by state based on the 5X5 colored table</p>	<p>Performance determined by LEA based on state-created standards</p>

The Dashboard

The **California School Dashboard** is a new website that parents/guardians, educators and the public can use to see how districts and schools are meeting the needs of California's diverse student population based on the concise set of measures included in the new accountability system. The Dashboard will allow users to search by district or school.

The Dashboard – Timeline For Release

- The New Dashboard will be released this week for LEAs to privately preview.
- The private preview is intended to allow you and your colleagues to become familiar with the Dashboard and the indicators and methodology for measuring performance.
- Resources to assist communicating with stakeholders about the Dashboard, including a Technical Manual, and a communications toolkit will be available by Monday, February 13.

The Dashboard - Embargo

- **Access to the Dashboard is being provided on an embargoed basis through 8 a.m. on Wednesday, February 22.**
- This means that, as a condition of accessing the Dashboard, **you cannot share *any* reports or data in the Dashboard outside employees of your LEA during the embargo period** and must ensure that any LEA employees who receive Dashboard reports or data understand and agree to honor the embargo.

The Dashboard – Embargo (Cont.)

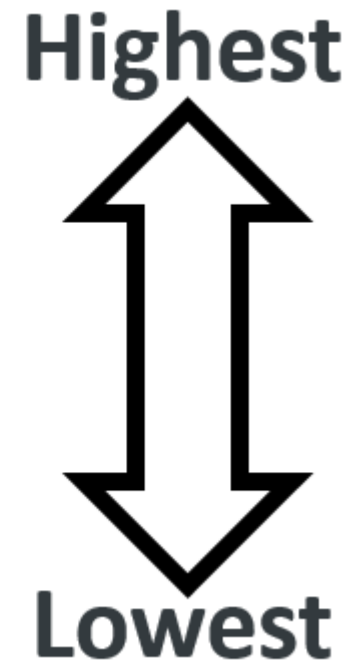
- The embargo ends prior to the Dashboard’s public launch in March 2017. LEAs may begin sharing their performance data with local stakeholders at that time, and it is up to each LEA to determine whether to do so and, if so, how.

Key Messages

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by more than a single test score	Increased focus on addressing disparities among student groups	More information to support the local strategic planning process

Performance Levels for State Indicators

Performance Levels are calculated using percentiles that combine **Status** and **Change** using a five-by-five colored table that produced 25 results represented by five colors.



The Five-by-Five Colored Table

The five-by-five colored table demonstrates the importance of **continuous improvement** in the new accountability system.

		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



Additional State Data

- Information for the College/Career Indicator and the Grade 11 Distance from Level 3 will be provided in the Dashboard.

What is the Relationship Between the Dashboard and the Local Control and Accountability Plan?

Linking the LCAP and the Dashboard

- LEAs are required to use data from the Dashboard to inform the development of the:
 - Annual Update
 - Analysis
 - Goals, Actions, and Services
 - Identified Need
 - Plan Summary
 - Greatest Progress
 - Greatest Needs
 - Performance Gaps

LCAP: Annual Update

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Example - Performance Gaps

West Chavez Unified School District has a Green performance level in ELA for the “all students” group (i.e., LEA wide). The homeless student group has a performance level of Orange.

- What is contributing to the Orange performance level for Homeless students on the ELA Progress Indicator?
- How will the LEA address those performance gaps?

Sample Key Questions for the Annual Update

- As a result of the analysis in the Annual Update, what changes to the goals or actions/services in the LCAP, if any, are being considered?
- What data, beyond the state performance levels (or colors), will be reviewed to inform the planning process?

LCAP: Goals, Actions, and Services

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New Modified Unchanged

Goal 1

Identified Need

LCAP: Plan Summary

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Suspension rates indicator for a specific student group changed from Orange performance level to Yellow.

The LEAs attendance rate increased such that the indicator moved from Yellow to Green.

Narrative to explain how to maintain or build upon these successes.

LCAP: Plan Summary (Cont.)

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

The LEAs graduation rate indicator is in the Orange performance category.

Moving forward, the LEAs will continue to build on the success in attendance rates and the decrease in suspension rates.

LCAP: Plan Summary (Cont.)

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

What is contributing to the Orange performance level for Homeless students on the ELA Progress Indicator?

How will the LEA address those performance gaps?

Training and Resources

CALIFORNIA SCHOOL DASHBOARD: IN-DEPTH WEBINAR SERIES

- **Academic Indicator:** February 15, 2017, from 9:30 a.m. to 11 a.m.
- **English Learner Progress and Suspension Rate Indicators:** February 22, 2017, from 9:30 a.m. to 11 a.m.
- **Graduation Rate and Career/College Indicator:** February 28, 2017, from 9:30 a.m. to 11 a.m.
- **Local Performance Indicators and Chronic Absenteeism-review of local data:** March 6, 2017, from 1:30 p.m. to 3 p.m.

Local Control and Accountability Plan

The current LCAP Template is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/fg/aa/lc/documents/approvedlcaptemplate.doc>

Questions or Comments?



Please contact
Local Agency Systems Support Office
LCFF@cde.ca.gov
916-319-0809

Thank You!

