

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-iad-jan20item02

# California State Board of EducationJanuary 2020 AgendaItem #06

## Subject

Update of Performance Standards of Local Indicators and Self-Reflection Tools for Local Indicator Reporting within the California School Dashboard.

## Type of Action

Action, Information

## Summary of the Issue(s)

Senate Bill 75 Education finance: education omnibus budget trailer bill (2019–2020) amended California *Education Code* (*EC*) Section 52064.5 changing the reporting requirement of local indicators to a local educational agency’s (LEA’s) governing board or governing body, as applicable. The amended statue still requires the indicators to be publicly reported to the local governing board or governing body, as applicable; but required the reporting to be made in conjunction with the adoption of the Local Control and Accountability Plan (LCAP), consistent with *EC* sections 52060, 52066, and 47606.5.

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level (local indicators), LEAs will measure and report on their progress through the California School Dashboard (Dashboard) based on locally collected data.

The local indicators are as follows:

* Basic Services and Conditions (Appropriately Assigned Teachers; Access to Curriculum-Aligned Instructional Materials; and Safe, Clean and Functional School Facilities) (Priority 1)
* Implementation of State Academic Standards (Priority 2)
* Parent and Family Engagement (Priority 3)
* School Climate (Priority 6)
* Access to a Broad Course of Study (Priority 7)
* Coordination of Services for Expelled Students (Priority 9, for county offices of education [COEs] only)
* Coordination of Services for Foster Youth (Priority 10, for COEs only)

The current State Board of Education (SBE) approved performance standard for each local indicator requires LEAs to:

* Annually measure its progress in meeting the requirements of the specific LCFF priority.
* Report the results at a regularly scheduled public meeting of the local governing board/body, as applicable.
* Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

The SBE has adopted a self-reflection tool for each local indicator to inform the above process. LEAs use the self-reflection tools to reflect on its progress as part of local planning and improvement efforts and to measure and report progress through the Dashboard. Self-reflection tools are available in the Local Performance Indicator Quick Guide located on the CDE California School Dashboard and System of Support web page at <https://www.cde.ca.gov/ta/ac/cm/documents/localindquickref2018.docx>.

To promote technical understanding and encourage consideration of best practices for stakeholder engagement, a Tuesdays@2 webinar series was conducted between August 28, 2018, and March 26, 2019, which gave LEAs general background information regarding local indicators, provided a framework for understanding the requirements of the approved standards, and guidance for incorporating local data results into the LCAP. Language was included in each webinar encouraging LEAs to provide the local indicator reports to the governing board as an agenda item for public comment rather than as a consent item on the agenda.

## Recommendation

Consistent with statute, the CDE recommends that the SBE revise the approved standards for local performance indicators to require LEAs to:

* Annually measure its progress in meeting the requirements of the specific LCFF priority.
* Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.
* Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

## Brief History of Key Issues

The LCFF was signed into law in 2013, significantly changing how California provides resources to public schools and holds LEAs accountable for improving student performance. The LCFF includes eight priority areas as well as a requirement for the SBE to adopt “evaluation rubrics”—now known as the Dashboard—as an accountability tool that includes state and local performance and improvement standards for all LCFF priorities.

The SBE has approved local indicators for the LCFF priorities where statewide data was not available, which include self-reflection tools that apply at the LEA-level only. Currently, LEAs are responsible for annually completing the self-reflection tools using locally collected data and uploading the results to the Dashboard, following review of the results at a regularly scheduled school board meeting. If LEAs meet the performance standards for local indicators as adopted by the SBE, the Dashboard will assign a status of Met / Not Met / Not Met for Two or More Years, as applicable.

December 2017: the CDE launched the first operational release of the Dashboard.

December 2018: the CDE launched the second operational release of Dashboard.

December 2019: the CDE launched the third operational release of the Dashboard is scheduled.

## Summary of Previous State Board of Education Discussion and Action

In November 2014, the SBE adopted the LCAP template (<https://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item14.doc>).

In September 2016, the SBE approved the performance standards for all local indicators and the state indicators (except for the Academic Indicator), and the annual process for the SBE to review the rubrics to determine if updates or revisions are necessary (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In November 2016, the SBE approved tools for LEAs to determine progress on the local performance indicators for specific priorities within the LCFF statute. The self-reflection tools are for: Priority 1—Basic Services and Conditions at schools; Priority 6—School Climate; Priority 9—Coordination of Services for Expelled Students; and Priority 10—Coordination of Services for Foster Youth (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>).

In January 2017, the SBE approved the self-reflection tool for the local indicator for Implementation of State Academic Standards (LCFF Priority 2) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02a3addendum.doc>).

In March 2017, the SBE heard an update on the local indicators—specifically, the work by the School Conditions and Climate Work Group ([http://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc](http://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item01.doc)).

In November 2017, the SBE approved the adoption of a local indicator for Access to a Broad Course of Study (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc>).

In February 2018, the SBE received the following Information Memoranda:

* Update on the Development of a Revised Self-Reflection Tool for the Local Performance Indicator for Local Control Funding Formula Priority 6, School Climate (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-feb18item01.docx>).

In March 2018, the SBE heard an update on the continuing development work of the Dashboard, including revisions under consideration for the 2018 Dashboard, and an update on the local indicators—specifically, the proposed revision to the self-reflection tool for Priority 6: School Climate. In addition, the SBE approved the tool for LEAs to determine progress on the local performance indicators for LCFF Priority 7: Access to a Broad Course of Study (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In March 2019, the SBE approved a revised self-reflection tool for Priority 3 (Family Engagement) (<https://www.cde.ca.gov/be/ag/ag/yr19/agenda201903.asp>).

In April 2019, the SBE received an Information Memoranda which explains the process the SBE followed to establish state and local indicators (<https://www.cde.ca.gov/be/pn/im/infomemoapr2019.asp>).

## Fiscal Analysis (as appropriate)

Senate Bill 75 (Education Trailer Bill) appropriated $350,000 from the General Fund to the CDE for the 2019–20 fiscal year to support the alignment and integration of the online platforms supporting the Dashboard, the LCAP Electronic Template System, and the School Accountability Report Card (SARC) to maximize the consistency of school-level data reported through the SARC with the state and local priorities.

## Attachment(s)

None.