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# Data and the 2021–22 LCAP, Part 2

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CALIFORNIA DEPARTMENT OF EDUCATION

FEBRUARY 18, 2021



# Webinar Series

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THURSDAYS @ 3

- 2/18: Data and the LCAP, Part 2

# Purpose

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- To build on the information provided in the Data and the 2021–22 LCAP, Part 1 training held on January 28, 2021.
- To identify English Learner (EL) data available at the state and local levels that may be used for analysis and development of the 2021–22 LCAP
- To understand how EL data can be analyzed and used to inform development and implementation of the LCAP

# Framing the LCAP

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The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:**
  - Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data
  - LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement**
- **Accountability and Compliance**

# The Local Control and Accountability Plan

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- LEAs are required to develop, adopt, and annually update a three-year LCAP that describes the goals to be achieved for each student group for each state priority and for any local priorities identified by the local governing board or body of the school district or COE, or in the charter school petition
- The LCAP must include an annual review of the effectiveness of the goals, actions, and services from the prior year

# English Learner Programs in the LCAP

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- The instructions specify that LEAs that have a numerically significant group of English learners, must include actions/services related to, at a minimum, its EL language acquisition programs, and professional development activities related to English learners in the LCAP

# What Data Do We Use for 2021–22?

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In the absence of state and local indicators within the California School Dashboard (Dashboard), LEAs will use **available state and local data and stakeholder input** to

- inform the review of progress for the 2019–20 and 2020–21 school years
- identify needs
- identify metrics, baselines, and desired outcomes for goals
- determining whether or not actions identified as contributing to the increased or improved services in the 2017–2020 LCAP were effective as expected, as applicable

# Data and the 2021–22 LCAP, Part 2: Data on English Learner Students

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**February 18, 2021**



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# Agenda

- English Learner (EL) data on DataQuest
- EL Reports in the California Longitudinal Pupil Achievement Data System (CALPADS)
- EL Students in California Web Page

# Data and the 2021–22 LCAP, Part 1

- Today's presentation Data and the 2021–22 LCAP, Part 2, is focused on EL data and is a continuation of last month's presentation in focusing on how districts can review their own data for LCAP planning purposes.
- Part 1 took place on January 28, 2021 and can be accessed at <https://www.cde.ca.gov/fg/aa/lc/documents/thurs3data/cap1.pptx>

# EL Reports on DataQuest

EL Reports available on DataQuest include:

- Enrollment by English Language Acquisition Status (ELAS) and Grade
- “At-Risk” and Long-Term English Learners (LTEL) by Grade
- “Ever-ELs” by Years as EL and reclassified fluent English proficient (RFEP) Status and Grade
- Annual Reclassification (RFEP) Counts and Rates
- Language Group Data

DataQuest EL reports are available at

<https://dq.cde.ca.gov/dataquest/page2.asp?level=District&subject=LC&submit1=Submit>

# CALPADS Reports

- Each year, local educational agencies (LEAs) submit student-level data to CALPADS
- Because CALPADS data are used to meet multiple federal and state requirements – such as reporting of Dashboard state indicators – it is critical for LEAs to ensure that the data they submit to CALPADS are accurate.
- To support LEAs in submitting accurate data, a number of reports were developed within CALPADS that allow LEAs to validate their data before and after certification.
- These reports also provide additional information not available in the Dashboard or DataQuest.

# Accessing CALPADS Reports

- Each LEA has at least one (but no more than two) CALPADS LEA Administrators who can log onto CALPADS.
- Due to limited access to this system, LEAs are encouraged to have strong local data management practices so that staff can work together to review their data and reports.
  - Example: CALPADS LEA Administrators and Accountability Coordinators should work together throughout submission and certification to ensure that the CALPADS data are reflective of their student population.

# EL Data in CALPADS

CALPADS provides several student-level data reports on EL students, including:

- CALPADS Report 2.4 – EL Education Services
- CALPADS Report 2.9 – Enrollment by ELAS
- CALPADS Report 2.11 – EL Instructional Plan
- CALPADS Report 2.12 – EL Reclassification

# CALPADS Report 2.4

CALPADS Report 2.4 provides data on EL education services:

- Total number of ELs
- Primary Language Instruction
- English Language Development (ELD) Instruction Only
- Specially Designated Academic Instruction in English (SDAIE) Instruction only
- No EL Services Reported
- Other EL Services

# CALPADS Report 2.9

CALPADS Report 2.9 provides data on ELAS enrollment for the current and prior academic year:

- EL
- Initial Fluent English Proficient (IFEP)
- RFEP
- To be determined
- Fluent English Proficient (FEP) (i.e., RFEP + IFEP)
- Change in percentage of ELs between current and prior academic year.



# CALPADS Report 2.11

CALPADS Report 2.11 provides data on EL Instructional Plans:

- Total number of ELs
- Dual Language Immersion Program
- Structured English Immersion/Other English Models
- EL Bilingual Program
- EL Mainstreaming
- Other Instructional Setting

# CALPADS Report 2.12

CALPADS Report 2.12 provides data on ELs who were reclassified:

- Number of ELs reclassified RFEP after prior Census Day through current Census Day
- Number of students included who are still enrolled in this school on Census Day

# EL Students in California Web Page

- The CDE recently launched a Student Group web page (<https://www.cde.ca.gov/ds/sg>) which provides information and data about specific student groups that are of public and legislative interest.
- The Foster Youth web page was the first student group developed and consolidates student data in one central webpage from various CDE web pages.
- “EL Students in California” is the second student group web page developed and launched in late 2020.

# EL Data/Information for Web page

- The EL Students in California Web Page includes:
  - EL Outcomes (e.g., four-year cohort graduation rate for ELs and non-ELS);
  - EL Accountability (e.g., EL performance on the College/Career Readiness Indicator);
  - Links to the EL Roadmap, COVID-19 EL resources and webinars, and EL Legislation.

# Contact Information

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# Collecting and Using English Learner (EL) Student Data

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# Importance of Local Educational Agency (LEA) Data Analysis

Data analysis at the local level facilitates:

- Stakeholder understanding of the needs, goals, and progress of English learners through rich dialogue around the data
- LEA development of a high quality, effective, appropriately funded Local Control and Accountability Plan (LCAP) with concentrated focus on English learner (EL) needs and outcomes
- Increased teacher and staff understanding to build acceptance of approved plans, programs, and policies, resulting in more thorough implementation

# Building Data Analysis Capacity

LEAs can:

- Form data analysis teams (administrators, all content teachers, special education teachers, paraeducators, and other instructional leaders)
- Identify a data coach; analyze multiple indicators of EL performance
- Provide guiding questions to facilitate data conversations on what the analysis indicates as the team:
  - ✓ Examines and assesses the degree of EL program implementation
  - ✓ Determines LEA needs to improve performance of English learners
  - ✓ Identifies areas of challenge that can be addressed to explicitly improve EL achievement



# Types of Local Data Collected for English Learners

Student Background and Prior Schooling Data

Data on Services Provided

Assessment Data

Degree of Program and Services Implementation Data

Attendance Data

School Climate Data

Administrative Data

Social Emotional Supports Data

# Student Background Data

## Includes:

- Ethnicity/race
- Gender
- Home Language
- Place of Birth
- Prior school enrollment
- Eligibility for free/reduced-price lunch

## Can be used to determine:

- ✓ Which subgroups within the EL population are making adequate progress by subject areas?
- ✓ How these groups change over time (longitudinal analysis)?
- ✓ How many EL students are Long Term English Learner?
- ✓ What groups are having the most difficulty? The most success?

# Data on Services Provided

## Includes:

- EL services
- Gifted and Talented Education Programs
- Migrant Education services
- Special Education services for dually-identified students
- Title I funds (high low-income population)

## Can be used to determine:

- ✓ How many EL students reach English proficiency in reasonable time?
- ✓ Which students are eligible for other services?
- ✓ How many students benefit from other federal and state funding allocations?
- ✓ How did these groups perform on assessments?

# Assessment Data

## Includes:

- English Language Proficiency (ELP)
- State standardized tests (English Language Arts [ELA], Math, Science, Social Studies, etc.)
- High school assessments (SAT, AP tests)
- Other local assessments administered by the LEA

## Can be used to determine:

- ✓ Which students are eligible for more services?
- ✓ How does a school site group students for instruction?
- ✓ How do EL students that meet Criterion 1 (English Language Proficiency Assessments for California [ELPAC] Overall Proficiency Level 4) perform on the Smarter Balanced Assessments for ELA and Math?
- ✓ How do Reclassified Fluent English Proficient students perform on the Smarter Balanced Assessments for ELA and Math?

# General Student Data

## Includes:

- Enrollment/Attendance
- Discipline
- Grade Retention
- Course Placement
- Graduation Status

## Can be used to determine:

- ✓ How many EL students enrolled in each homeroom?
- ✓ Do our English learners have equitable access to instruction?
- ✓ Do English learners have access to Advanced Placement courses?
- ✓ Are EL students retained at a higher rate?

# School Climate Data

## Includes:

- Data on family/community involvement
- Data on parent/student satisfaction
- Safety Data

## Can be used to determine:

- ✓ Do our English learners and their families have equitable access to programs and services?
- ✓ How can our EL programs be improved?
- ✓ What do parents know about the programs and services for EL students?

# Administrative Data

## Includes:

- Budget and expenditure data
- Teacher certification and credential data

## Can be used to determine:

- ✓ How can funds be shifted to improve school programs?
- ✓ What resources can be used to provide more program options such as dual immersion or other language learning opportunities?

# Social Emotional Support

## Includes:

- Data on the frequency of external support available in the school
- Data on the number of agencies in the community that can support the school or LEA
- Community Socio-economic data

## Can be used to determine:

- ✓ How many EL students are homeless or foster youth?
- ✓ How many EL students experience trauma due to immigration experiences, COVID, abuse?
- ✓ How many parents are unemployed?
- ✓ How many EL students have food insecurity?



# The English Learner Roadmap Policy

## Four Principles

- Assets-Oriented and Needs-Responsive School
- Intellectual Quality of Instruction and Meaningful Access
- System Conditions that Support Effectiveness
- Alignment and Articulation Within and Across Systems

## Relationship of principles to LCAP

Crosswalk	Principle One Assets-Oriented and Needs-Responsive Schools	Principle Two Intellectual Quality of Instruction and Meaningful Access	Principle Three System Conditions that Support Effectiveness	Principle Four Alignment And Articulation Within and Across Systems
LCAP One Basic (Conditions of Learning) Teachers, Materials, Facilities	Elements A, C & E	Elements A, B, & D	Elements B & D	Elements A, B, & C
LCAP Two State Standards (Conditions of Learning)	Elements A, B & E	Elements A, B, F, & G	Elements B & D	Elements B & C

# EL Data Informing LCAP Development

## LCAP State Priorities:

- Priority #1: Basic Services
- Priority #2: Implementation of State Standards
- Priority #3: Parent Involvement
- Priority #4: Pupil Achievement

## Informative EL Data:

- Integrated/Designated English Language Development (ELD) program outcome data
- Data on observed implementation of the ELD Standards
- Parent survey/questionnaire data, measurements of attendance counts at family-school events
- Access to Core Instruction and course placement: Smarter Balanced ELA and Math performance data

# EL Data Informing LCAP Development (2)

## LCAP State Priorities:

- Priority #5: Pupil Engagement
- Priority #6: School Climate
- Priority #7: Course Access
- Priority #8: Other Pupil Outcomes

## Informative EL Data:

- EL Student Placement and Intervention Data; Reclassification data
- Local and ELPAC Data on progress towards ELP
- EL enrollment and performance data in Advanced Placement and Honors
- 11<sup>th</sup> grade Math, ELA, and Early Assessment Program California Assessment of Student Performance and Progress data

# Self Evaluation Tool

The English Learner Roadmap Policy provides a rubric for LEAs to use to measure the implementation of the principles and elements at their sites.

The tool can be used to collect data by each element of each principle by each stakeholder.

Visit the CDE EL Roadmap web page for this and many other resources.

## English Learner Roadmap Self-Reflection Rubric

*School and district teams can use this self-reflection tool to engage in dialogue, to assess current status in enacting the English Learner (EL) Roadmap Principles, and to identify areas needing improvement.*

## Principle #1: Assets-Oriented and Needs-Responsive Schools

# In Summary

There is a wealth of data but understanding is rare.

As the data is collected, remember, not all EL students are the same; find commonalities and form cohorts within the EL population.

EL students have unique experiences; be sure everyone is attending to the needs of the whole child as each one comes with assets to discover and value.

Data tells a story we sometimes don't want to read; implementation of the selected strategies is the road to success. Use the data to change the story and stay on track.

# Closing Thoughts

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# Don't Duplicate Efforts

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Use **available state and local data and stakeholder input** to

- inform the review of progress of the 2019–20 and 2020–21 school years
- measure the progress made towards meeting the local indicator requirements for 2021–22
- identify needs to be addressed in the 2021–22 LCAP
- identify metrics, baselines, and desired outcomes for goals in the 2021–22 LCAP
- inform other planning requirements (e.g. school plans, accreditation plans, etc.)

# Upcoming Webinars

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- Future trainings will be offered based on feedback provided through the surveys
- Announcements of trainings will be emailed via the LCFF listserv and will be posted on the Tuesdays @ 2 webpage at <https://www.cde.ca.gov/fg/aa/lc/tuesdaysat2.asp>



# Questions

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- If you have any questions, please contact the Local Agency Systems Support Office at [LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov)