

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-nov22item01

# **California State Board of Education**November 2022 AgendaItem #13

[**Technical note:** This document has Microsoft Word’s Track Changes feature enabled to convey differences between previous and updated draft language in Attachment 1, Table 1.]

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Approval of the California School Dashboard Principles, Review of the Local Control and Accountability Plan requirements for the English Learner Student Group, and Dashboard Outreach Activities.

## Type of Action

Action, Information.

## Summary of the Issue(s)

With the release of the 2022 California School Dashboard (Dashboard) occurring after a two-year absence due to the 2019 novel coronavirus disease (COVID-19), the 2022 State Board of Education (SBE) meetings have been focused on preparing and reviewing changes to the Dashboard that impact California’s accountability system. This item serves as a continuation of the discussion from the September 2022 SBE meeting.

One of the topics presented at the September meeting was a review of a set of Dashboard principles for the SBE’s consideration and feedback. These principles could be used by SBE members while determining changes to the Dashboard and whether these changes were fair, effective, and directly aligned with policy objectives. Attachment 1, Table 1 provides an updated set of principles that incorporates the input received by SBE members and the public. The CDE is presenting these principles for approval.

A second topic, also presented at the September 2022 SBE meeting, was an informational item on the English learner (EL) student group in the Dashboard Academic Indicators. In response to a request by the SBE, the CDE provided an overview of the definition of this group, an analysis of the EL student group definition for the Dashboard, and the multitude of EL data available on the California Department of Education (CDE) web site. Attachment 2 showcases new resources that were developed to specifically assist educators and the public on how to access the wide range of disaggregated EL student group data through the CDE web site and the Local Control and Accountability Plan (LCAP) process. The attachment also details how these resources are used as part of California’s System of Support and how this system works to help Local Educational Agencies address their needs.

Attachment 3 provides an update on the outreach activities by the CDE to support the rollout of the 2022 Dashboard.

## Recommendation

The CDE recommends approval of the California School Dashboard principles.

## Brief History of Key Issues

### California School Dashboard Principles

With the possibility of adding new indicators to the Dashboard (e.g., science results and growth model) and modifying existing state indicators (as appropriate), a set of draft Dashboard principles were presented at the September 2022 SBE meeting. The goal of these principles is to serve as an anchor for future Dashboard decisions. During the meeting, SBE members positively acknowledged the usefulness of these principles and provided suggested clarifications and edits. This feedback has been incorporated and the final set of principles is presented for approval in Attachment 1.

### Local Control and Accountability Plan: English Learner Student Group Requirements

During the September 2022 SBE meeting, in response to inquiries from the SBE, the CDE provided a comprehensive review of the historic decisions that were made by the SBE in defining the EL student group for the Dashboard Academic Indicators as well as the development of the English Learner Progress Indicator. The review also included a presentation by a leading expert on EL students and the research conducted on the structure of the EL student group as intended under the Every Student Succeeds Act. As a follow-up to the additional comments and inquiries by SBE members, Attachment 2 provides an in-depth overview of the Local Control and Accountability Plan requirements for English Learners and the data that is available to assist LEAs in understanding their needs and planning with their educational partners.

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

### California School Dashboard Principles

In January 2015, the SBE received an update on the Local Control Funding Formula (LCFF) and information on the development of the LCFF evaluation rubrics (i.e., Dashboard), including key principles that would guide the design process of the evaluation rubrics. (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/jan15item04.doc>).

In May 2015, the SBE reviewed guiding principles that will be used to frame their future discussions for recommending a framework and implementation plan to align the new accountability system with LCFF (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item10.doc>).

In July 2015, the SBE reviewed the guiding principles to ensure their use for accountability planning and to help frame the conversation as the SBE continued to deliberate on the development of the LCFF evaluation rubrics [https:/www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item01.doc](https://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item01.doc).

In September 2015, the SBE received an update on the LCFF evaluation rubrics that included a discussion of existing accountability components along with the guiding principles that could be used as a policy framework for the new accountability system (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/sep15item14.doc>).

In November 2015, the SBE received an analytical review of whether the components in the accountability system aligned with LCFF and the guiding principles, which included feedback from public input. The review concluded that there was a vast consensus of alignment with the majority of the components but there were areas that conflicted with the guiding principles. With these conflicts, the SBE was provided recommendations on how to modify or eliminate these components.

(<https://www.cde.ca.gov/be/ag/ag/yr15/documents/nov15item11.doc>).

In September 2022, the SBE received an overview of a new set of principles that could be used as a framework to ensure that decisions made related to the Dashboard are fair, effective, and directly align with policy objectives. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item02rev.docx>)

### Local Control and Accountability Plan

In November 2021, the SBE adopted the proposed Revised LCAP template, consistent with *EC* sections 42238.07 and 52064, and the Supplement to the Annual Update to the 2021–22 LCAP, consistent with Section 124 of Assembly Bill 130 of the Statutes of 2021. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/nov21item05.docx>).

In October 2021, an information memorandum was provided to the SBE related to the criteria used to identify Consistently Low-Performing Student Groups Per California Education Code Section 52064(e)(6)(A) and Consistently Low-Performing Schools Per California Education Code Section 52064(e)(6)(B). (<https://www.cde.ca.gov/be/pn/im/documents/oct21memoamard02.docx>)

In September 2021, the SBE provided feedback to the CDE related to the development and directed the CDE to continue with the development of the revised LCAP template and the 2021–22 Supplement. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/sep21item03.docx>)

In January 2020, the SBE adopted the proposed Revised LCAP and Annual Update Template, consistent with *EC* Section 52064 and the LCAP Annual Update Template for the 2019–2020 LCAP year, consistent with *EC* sections 52061 and 52064. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item02.docx>)

In October 2019, an information memorandum was provided to update the SBE regarding the LCAP Template redesign project and provide access to the LCAP Template redesign survey. The draft LCAP Template presented in the redesign survey included draft instructions. (<https://www.cde.ca.gov/be/pn/im/documents/oct19memoiad01.docx>)

In September 2019, the SBE directed the CDE to continue with the Demonstration of Increased or Improved Services for Unduplicated Pupils . (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item02.docx>)

In January 2019, the SBE adopted the proposed Revised LCAP and Annual Update Template necessary to implement the LCFF Budget Overview for Parents established by *EC* Section 52064.1 to address requirements of Section 1111(d) of the Every Student Succeeds Act (ESSA); to reduce duplication of effort for LEAs in completing the LCAP and the LCFF Budget Overview for Parents; and in a continued effort to reduce a duplication of effort, removed the Increase or Improved Services prompt from the LCAP Plan Summary section, as this information is addressed fully in the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item03.docx>)

In November 2016, the SBE adopted the proposed Revised LCAP and Annual Update Template and allowed the CDE, in collaboration with SBE staff, to make any necessary typographical or formatting corrections as the document is prepared for posting on the CDE website. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item04.doc>)

In July 2016, the SBE directed the CDE to continue with the development of a revised template for the LCAP and the Annual Update based on the assumptions that the revised LCAP and Annual Update Template would include a Plan Summary section for completion by all LEAs and would be effective for a period of three years inclusive, and be updated annually, as required (consistent with *EC* sections 52060(b) and 52066(b), and *EC* sections 52061 and 52067). (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item03.doc>)

In May 2016, the SBE directed the CDE to proceed with the development of a revised template for the LCAP and the Annual Update using the identified overarching design principles. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item03.doc>)

#### Dashboard Academic Indicators and English Learner Progress Indicator

In May 2016, the SBE approved the Academic Indicator as a state indicator that will be included as part of the design of the LCFF evaluation rubrics (which is currently reported through the Dashboard). (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>).

In September 2016, the SBE adopted the methodology for the English Learner Progress Indicator (ELPI) using the results of the California English Language Development Test (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In January 2017, the SBE approved the Academic Indicator, based on student test scores on English language arts/literacy (ELA) and mathematics for grades three through eight that includes results from the second year of Smarter Balanced tests. This item also included the definition of the EL student group. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>)

In May 2017, the SBE heard an update on the Dashboard, and received an overview of the recommendations of the English Learner Progress Indicator (ELPI) Workgroup. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/may17item01.doc>)

In July 2018, the SBE adopted the CDE’s recommendation for the ELPI three-year plan (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

In August 2019, the SBE received an information memorandum that detailed the rationale for defining the EL student group for the Academic Indicator as those students who are current EL students and ELs reclassified for four years or less. The memorandum also informed on the availability of At-Risk and Long-Term English Learner Reports in DataQuest, and the incorporation of the ELPI Status into school and Local Educational Agency (LEA) assistance eligibility determinations (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx>).

In September 2019, the CDE updated the SBE on the progress and status of developing the ELPI Status methodology for the 2019 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>).

In November 2019, the SBE approved: (1) the methodology and cut scores for ELPI Status by splitting levels 2 and 3 of the English Learner Proficiency Assessments for California (ELPAC) Summative Assessment thereby creating six ELPI levels based on the ELPAC, and (2) use the “Very Low” Status to determine LEA and school eligibility for support (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item04.docx>).

In September 2022, the SBE received information on the definition used to determine the EL student group for the Academic Indicators and the decisions made to arrive at this definition. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/sep22item02rev.docx>)

## Fiscal Analysis (as appropriate)

For the prior fiscal year, California’s total kindergarten through grade twelve funding within the 2022–23 California Budget Act was $127.1 billion:

* State: $78.9 billion (61.4 percent)
* Local: $37.0 billion (28.8 percent)
* Federal: $11.0 billion (8.6 percent)

The Every Student Succeeds Act funds are also typically a portion of the total federal funding amount.

## Attachment(s)

* Attachment 1: California School Dashboard Principles (12 Pages)
* Attachment 2: Local Control and Accountability Plan: English Learner Student Group (4 Pages)
* Attachment 3: California School Dashboard Educational Outreach Activities

(10 Pages)

# Attachment 1

## California School Dashboard Principles

With the commitment to continually improve upon the components within the California School Dashboard (Dashboard), the California Department of Education (CDE) brought a set of principles specific to the Dashboard for the State Board of Education’s (SBE’s) review at the September 2022 meeting. The intended use the principles is as an anchor to evaluate future changes and additions to state and local indicators reported on the Dashboard. The principles were updated to reflect the feedback provided by SBE members and the public at the September 2022 meeting and the CDE is requesting that the SBE adopt these principles. Table 1 below provides the version presented to the SBE in September alongside the updated version being presented to the SBE for adoption and then the final column shows the comparison between the two columns using track changes.

To assist with framing this attachment, it is important to note the purpose of the Dashboard:

**Dashboard Purpose:** *The California School Dashboard provides parents and educators with meaningful information on school and district progress so they can participate in decisions to improve student learning.*

## Table 1: Original and Updated Dashboard Principles Comparison

| **Original (September 2022)** | **Updated (November 2022)** | **Version Changes Using Track Changes** |
| --- | --- | --- |
| **1. Focuses on elements that express the state's priorities for a well-rounded, well-supported education and makes space for what is valued locally.**California’s accountability system reflects a broad set of indicators that measure student educational opportunities and outcomes. These indicators leverage data in three areas: 1) Academic Performance, 2) Academic Engagement, and 3) Conditions and Climate. The system is designed to adapt as priorities evolve and add new meaningful information to the Dashboard and remove data that may no longer be relevant. | **1. Focuses on elements that express the commitment to a well-rounded, well-supported education and makes space for what is valued locally.**California’s accountability system reflects a broad set of indicators that measure student educational opportunities and outcomes. These indicators leverage data in three areas: 1) Academic Performance, 2) Academic Engagement, and 3) Conditions and Climate. The system is designed to adapt as priorities evolve and add new meaningful information to the Dashboard and remove data that may no longer be relevant. | **1. Focuses on elements that express the commitment to a well-rounded, well-supported education and makes space for what is valued locally.**California’s accountability system reflects a broad set of indicators that measure student educational opportunities and outcomes. These indicators leverage data in three areas: 1) Academic Performance, 2) Academic Engagement, and 3) Conditions and Climate. The system is designed to adapt as priorities evolve and add new meaningful information to the Dashboard and remove data that may no longer be relevant. |
| **2. Promotes equity through focus on student group opportunities and performance.**California’s accountability system focuses on equity through the lens of 13 student groups, whose performance is reported separately if the group has at least 11 students. Each indicator includes an Equity Report that highlights the number of student groups in each performance category. California in turn uses differences in performance to identify districts and schools for support and improvement initiatives on one hand, and for recognition on the other. In particular, identifying student groups needing the most support—and then providing that support—is a foundational driver of an accountability system. | **2. Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.**California’s Dashboard focuses on equity through the lens of 13 student groups, whose performance is reported separately if the group has at least 11 students. California in turn uses differences in performance to identify districts and schools for support and improvement initiatives on one hand, and for recognition on the other. In particular, the Dashboard identifies strengths, challenges, and areas in need of improvement for districts, schools, and student groups. The data reported on the Dashboard then helps determine where assistance is needed to close opportunity and performance gaps. | **2. Reports opportunity and performance gaps among student groups through the Equity Report that is available for each state indicator.**California’s Dashboard focuses on equity through the lens of 13 student groups, whose performance is reported separately if the group has at least 11 students. California in turn uses differences in performance to identify districts and schools for support and improvement initiatives on one hand, and for recognition on the other. In particular, the Dashboard identifies strengths, challenges, and areas in need of improvement for districts, schools, and student groups. The data reported on the Dashboard then helps determine where assistance is needed to close opportunity and performance gaps.. |
| **3. Gives equal weight to each indicator.**California’s accountability system gives equal weight to all state indicators by reporting results for each indicator separately and in a non-summative manner. Through this approach to reporting, all indicators are equally valued in the system**NOTE: Dashboard Principle #3 was spilt into two principles for the updated version. Accordingly, the numbering for the remaining principles has been adjusted.** | **3. Reports each indicator separately.**Rather than combining all indicators into a single, summative result, California uses multiple measures to determine school and district performance. During the development of the Dashboard, a consistent piece of feedback was that reducing the multiple measures to a single number would leave out information that is important to many parents/caregivers and education partners. Reporting indicators separately provides a more complete picture of how schools are meeting the needs of the students they serve. | **3. Reports each indicator separately.**Rather than combining all indicators into a single, summative result, California uses multiple measures to determine school and district performance. During the development of the Dashboard, a consistent piece of feedback was that reducing the multiple measures to a single number would leave out information that is important to many parents/caregivers and education partners. Reporting indicators separately provides a more complete picture of how schools are meeting the needs of the students they serve.**NOTE: Dashboard Principle #3 was spilt into two principles for the updated version. Accordingly, the numbering for the remaining principles has been adjusted.** |
| **3. Gives equal weight to each indicator.**California’s accountability system gives equal weight to all state indicators by reporting results for each indicator separately and in a non-summative manner. Through this approach to reporting, all indicators are equally valued in the system. | **4. Values each indicator equally.**The Dashboard equally values all indicators. In the past, test scores were often the only measure of student success. But schools are more than students’ test scores. Looking at more data – and more meaningful information – helps more precisely identify a district or school’s strengths and weaknesses and highlights performance gaps between groups of learners. This reporting ensures that each academic and non-academic indicator is recognized as an equally important educational input or outcome. | **4. Values each indicator equally.**The Dashboard equally values all indicators. In the past, test scores were often the only measure of student success. But schools are more than students’ test scores. Looking at more data – and more meaningful information – helps more precisely identify a district or school’s strengths and weaknesses and highlights performance gaps between groups of learners. This reporting ensures that each academic and non-academic indicator is recognized as an equally important educational input or outcome.. |
| **4. Values high performance and growth equally.**California equally weights status (current year) and change (difference from prior year), distinguishing districts, schools, and student groups showing significant growth as well as strong performance. This approach to measuring school performance recognizes and supports continuous improvement to higher performance, as all districts, schools, and student groups are expected to improve. California’s multiple measures accountability system uses percentile distributions based on actual district and school performance to create a five-by-five grid that provides 25 results that combine status and change to make an overall determination for each indicator. | **5. Values high performance and growth equally.**California equally weights status (current year) and change (difference from prior year), distinguishing districts, schools, and student groups showing significant growth as well as strong performance. This approach to measuring school performance recognizes and supports continuous improvement to higher performance, as all districts, schools, and student groups are expected to improve. California’s multiple measures accountability system uses percentile distributions based on actual district and school performance to create a five-by-five grid that provides 25 results that combine status and change to make an overall determination for each indicator. | **5. Values high performance and growth equally.**California equally weights status (current year) and change (difference from prior year), distinguishing districts, schools, and student groups showing significant growth as well as strong performance. This approach to measuring school performance recognizes and supports continuous improvement to higher performance, as all districts, schools, and student groups are expected to improve. California’s multiple measures accountability system uses percentile distributions based on actual district and school performance to create a five-by-five grid that provides 25 results that combine status and change to make an overall determination for each indicator. |
| **5. Reports transparently and comprehensively at the state, district, school, and student group levels.**California’s accountability system produces a comprehensive picture of student group, school, district, and state performance by including, to the greatest extent possible, the performance of all students. Indicators are broadly applicable to all or specific student groups, which allows indicators to be reported for groups, schools, and districts with at least 11 students. The system provides transparency through the reporting of an overall determination for student groups of 30 students or more (15 or more for foster or homeless students). | **6. Reports transparently and comprehensively at the state, district, school, and student group levels.**California’s accountability system produces a comprehensive picture of student group, school, district, and state performance by including, to the greatest extent possible, the performance of all students. Indicators are broadly applicable to all or specific student groups, which allows indicators to be reported for groups, schools, and districts with at least 11 students. The system provides transparency through the reporting of an overall determination for student groups of 30 students or more (15 or more for foster or homeless students). | **6. Reports transparently and comprehensively at the state, district, school, and student group levels.**California’s accountability system produces a comprehensive picture of student group, school, district, and state performance by including, to the greatest extent possible, the performance of all students. Indicators are broadly applicable to all or specific student groups, which allows indicators to be reported for groups, schools, and districts with at least 11 students. The system provides transparency through the reporting of an overall determination for student groups of 30 students or more (15 or more for foster or homeless students). |
| **6. Promotes effective visualization, clear communication, and thorough documentation.**The California School Dashboard leverages powerful visual techniques to show performance and progress information quickly, clearly, and with universal accessibility. The California School Dashboard website is purposefully designed to be parent-friendly. Along with the system’s technical manual, the website is translated into the top languages spoken by families in California, to support the public use of the system. With the input of educational partners and community members, California’s system leverages colors and the image of a gauge to communicate how a district, school, or student group is performing. For additional detail, California’s accountability system is documented through an extensive technical manual that provides the system’s technical and policy details, including data definitions, calculation methodology and business rules, classification decisions, and how results lead to actions. | **7. Promotes effective visualization, clear communication, and thorough documentation.**The California School Dashboard leverages powerful visual techniques to show performance and progress information quickly, clearly, and with universal accessibility. The Dashboard website is purposefully designed to be parent-friendly. Along with the system’s technical manual, the website is translated into the top languages spoken by families in California, to support the public use of the system. With the input of educational partners and community members, California’s system leverages colors and the image of a gauge to communicate how a district, school, or student group is performing. For additional detail, California’s accountability system is documented through an extensive technical manual that provides the system’s technical and policy details, including data definitions, calculation methodology and business rules, classification decisions, and how results lead to actions. | **7. Promotes effective visualization, clear communication, and thorough documentation.**The California School Dashboard leverages powerful visual techniques to show performance and progress information quickly, clearly, and with universal accessibility. The Dashboard website is purposefully designed to be parent-friendly. Along with the system’s technical manual, the website is translated into the top languages spoken by families in California, to support the public use of the system. With the input of educational partners and community members, California’s system leverages colors and the image of a gauge to communicate how a district, school, or student group is performing. For additional detail, California’s accountability system is documented through an extensive technical manual that provides the system’s technical and policy details, including data definitions, calculation methodology and business rules, classification decisions, and how results lead to actions. |
| **7. Reflects technical quality through measures that are valid and reliable.**The indicators and measurement of student outcomes used in California’s accountability system are based on sound methodology and data that have been dual processed, validated, and determined to be reliable. Through a focus on high-quality measures, every school system can see some key areas of strength and areas for growth. | **8. Reflects technical quality through measures that are valid and reliable.**The indicators and measurement of student outcomes used in California’s accountability system are based on sound methodology and data that have been dual processed, validated, and determined to be reliable. Through a focus on high-quality measures, every school system can see some key areas of strength and areas for growth. | **8. Reflects technical quality through measures that are valid and reliable.**The indicators and measurement of student outcomes used in California’s accountability system are based on sound methodology and data that have been dual processed, validated, and determined to be reliable. Through a focus on high-quality measures, every school system can see some key areas of strength and areas for growth. |
| **8. Leverages the expertise and perspectives of a broad set of educational partners and community members.**Education practitioners, policy specialists, psychometricians, professionals who work with special populations, and education advocates provided extensive input and expertise to build California’s accountability system. Updates and additions to the accountability system are vetted through policy advisory groups, such as the California Practitioners Advisory Group, who advises the State Board of Education on the accountability system. Additionally, the CDE convenes policy and technical committees to advise the CDE on the system’s technical soundness; impacts to the system based on legislative and policy initiatives; consequences of different approaches for districts, schools, and groups of students; implementation; and transparency and communication of the system to the field. | **9. Leverages the expertise and perspectives of a broad set of educational partners and community members.**Education practitioners, policy specialists, psychometricians, professionals who work with special populations, and education advocates provided extensive input and expertise to build California’s accountability system. Updates and additions to the accountability system are vetted through policy advisory groups, such as the California Practitioners Advisory Group, who advises the State Board of Education on the accountability system. Additionally, the CDE convenes policy and technical committees to advise the CDE on the system’s technical soundness; impacts to the system based on legislative and policy initiatives; consequences of different approaches for districts, schools, and groups of students; implementation; and transparency and communication of the system to the field. | **9. Leverages the expertise and perspectives of a broad set of educational partners and community members.**Education practitioners, policy specialists, psychometricians, professionals who work with special populations, and education advocates provided extensive input and expertise to build California’s accountability system. Updates and additions to the accountability system are vetted through policy advisory groups, such as the California Practitioners Advisory Group, who advises the State Board of Education on the accountability system. Additionally, the CDE convenes policy and technical committees to advise the CDE on the system’s technical soundness; impacts to the system based on legislative and policy initiatives; consequences of different approaches for districts, schools, and groups of students; implementation; and transparency and communication of the system to the field. |
| **9. Promotes coherence between data reporting and support/improvement programs.**The California School Dashboard, Local Control and Accountability Plan (LCAP) process, and system of support all work together to identify and address areas of performance that need to improve, so that all interested parties may understand and work toward consensus on the improvement priorities for a district and its schools. The review of these indicator data is embedded into annual processes that drive setting goals, outcomes, actions, and expenditures in every district in California. | **10. Promotes coherence between data reporting and support/improvement programs.**The California School Dashboard, Local Control and Accountability Plan (LCAP) process, and system of support all work together to identify and address areas of performance that need to improve, so that all interested parties may understand and work toward consensus on the improvement priorities for a district and its schools. The review of these indicator data is embedded into annual processes that drive setting goals, outcomes, actions, and expenditures in every district in California. | **10. Promotes coherence between data reporting and support/improvement programs.**The California School Dashboard, Local Control and Accountability Plan (LCAP) process, and system of support all work together to identify and address areas of performance that need to improve, so that all interested parties may understand and work toward consensus on the improvement priorities for a district and its schools. The review of these indicator data is embedded into annual processes that drive setting goals, outcomes, actions, and expenditures in every district in California. |
| **10. Is subject to continuous revision and improvement.**The State Board of Education (SBE) annually reviews California’s accountability system to ensure that it is continuously improving. In partnership with CDE staff, the SBE checks to see that indicators are performing as designed. In addition, as new student outcome data becomes available, the SBE evaluates whether the new data has a place in the system. This reflection process ensures that the system continues to be educationally meaningful and technically sound and that the metrics to hold districts and schools accountable for student outcomes remain relevant. | **11. Is subject to continuous revision and improvement.**The State Board of Education (SBE) annually reviews California’s accountability system to ensure that it is continuously improving. In partnership with CDE staff, the SBE checks to see that indicators are performing as designed. In addition, as new student outcome data becomes available, the SBE evaluates whether the new data has a place in the system. This reflection process ensures that the system continues to be educationally meaningful and technically sound and that the metrics to hold districts and schools accountable for student outcomes remain relevant. | **11. Is subject to continuous revision and improvement.**The State Board of Education (SBE) annually reviews California’s accountability system to ensure that it is continuously improving. In partnership with CDE staff, the SBE checks to see that indicators are performing as designed. In addition, as new student outcome data becomes available, the SBE evaluates whether the new data has a place in the system. This reflection process ensures that the system continues to be educationally meaningful and technically sound and that the metrics to hold districts and schools accountable for student outcomes remain relevant. |

# Attachment 2

## Local Control and Accountability Plan: English Learner Student Group

At the September 2022 State Board Education (SBE) meeting, in response to a request from the SBE, the California Department of Education (CDE) provided information on the English learner (EL) student group, which is one of 13 student groups reported on the California School Dashboard (Dashboard). Specifically, the information included an analysis of the EL student group definition for the Academic Indicators and the history of decisions made by the SBE to include reclassified fluent proficient (RFEP) students. The CDE also detailed the various EL data that can be accessed throughout the CDE web site and reviewed the English Learner Progress Indicator (ELPI), which is an indicator that reports data only for the EL student group.

During this meeting, the SBE noted that although there is a wealth of disaggregated EL data available in many places on the CDE web site, it was important to know where these data were displayed and how LEAs are accountable for their EL students. In addition, it is critical to understand how these data are used when making planning and improvement decisions, specifically through the Local Control and Accountability Plan process.

## Accessing Disaggregated English Learner Student Group Data

As presented at the September 2022 SBE meeting, to comply with state and federal accountability requirements, the data for the EL student group is reported in **all** state indicators on the Dashboard. The EL student group is also the **only** student group with its own indicator, the ELPI.

To communicate the availability of EL outcome data across the Dashboard, a new English Learner flyer, “EL Students on the Dashboard,” has been developed and will be posted in November 2022 on the 2022 Dashboard Communications Toolkit web page (<https://www.cde.ca.gov/ta/ac/cm/dashboardtoolkit.asp>). Additionally, a flyer on “EL Student Performance within the Academic Indicator” has been created to point to the specific resources on the Dashboard that support and summarize the results of Reclassified, English Learner Only and English Only students on both Academic Indicators. This flyer will also be posted in November 2022 on the 2022 Dashboard Communications Toolkit web page.

## Local Control and Accountability Plan

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within the LCFF state priority areas encompassing all statutory metrics (California *Education Code* [*EC*] sections 47606.5[a], 52060[a], 52064[b][1], and 52066[a]). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template and instructions adopted by the SBE. The LCAP development process serves three distinct, but related functions:

* Comprehensive Strategic Planning: The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). 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 Engagement of Educational Partners: The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
* Accountability and Compliance: The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
	+ Demonstrating that LEAs are increasing or improving services for students who are foster youth, English learners, and low-income in proportion to the amount of additional funding those students generate under LCFF (*EC* sections 52064[b][4-6] and [8]).
	+ Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).
	+ Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The instructions for the LCAP template encourage LEAs to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions when developing the LCAP:

“Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?”

Because English Learners are a student group that generate supplemental funding under LCFF, LEAs must include specific actions within the LCAP that focus on addressing their needs. To meet this requirement, the LCAP must include descriptions of how these “contributing” actions are an increase or improvement of service as compared to the services being provided to all students during the year.

LEAs that serve 30 or more English Learners are also required to include specific actions in the LCAP related to both the language acquisition programs provided to students and the professional development activities specific to English learners.

In addition, LEAs are required to identify the metrics that will be used to track progress towards achieving the goals identified in the LCAP. When doing so, the LCAP instructions encourage LEAs to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing opportunity and performance gaps. At minimum LEAs must include goals that are measured using all of the applicable metrics for the related state priorities identified in *EC* sections 52060(d) and 52066(d), as applicable to the type of LEA. These required metrics include the following metrics specific to English learners:

* the percentage of students who are English learners who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC); and
* the English learner reclassification rate.

For state priorities that do not identify one or more specific metrics, such as how programs and services will enable English learners to access the Common Core State Standards and the English Language Development standards for purposes of gaining academic content knowledge and English language proficiency, the LCAP template instructions require LEAs to identify one or more metrics to use within the LCAP. When doing so, the instructions encourage LEAs to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard. LEAs are also encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

In February 2021, as part of statewide training provided to LEAs during the initial development of the LCAP for the 2021-22 – 2023-24 LCAP cycle, the CDE provided a webinar highlighting the state and local data available regarding students who are ELs, the connections these data have to California’s English Learner Roadmap Policy, and how LEAs might use these data to inform the development of their plans for the next three-year cycle (<https://www.cde.ca.gov/fg/aa/lc/documents/thurs3datalcap2.pdf>). This training was jointly facilitated by the Local Agency System Support Office, the Analysis, Measurement and Accountability Reporting Division, and the Multilingual Support Division in CDE and attended by over 580 participants.

The webinar highlighted the data available in the Dashboard Additional Reports as well as Data Quest which provides LEAs with additional information on outcomes for students who are ELs at both the student group and school level.

# Attachment 3

## California School Dashboard Educational Outreach Activities

### *Table 1: California Department of Education Policy Work Group Meetings*

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| March 4, 2022 | Alternative Schools Taskforce | 10 | * Update on 2022 Accountability and Impacts to School Support Eligibility
* Update on the Dashboard Alternative School Status (DASS) Program
* Additional Considerations
* Reminder of DASS Application Timeline
 |
| August 30, 2022 | Technical Design Group | 6 | * Accountability Updates
* Academic Indicator Participation Rates
* Lengthening Grace Periods
* Multiple Test Windows
* Excluding Special Education students
* Every Student Succeeds Act (ESSA) (CSI/ATSI) and the DASS Waiver Denial
 |
| August 31, 2022 | Civic EngagementWork Group | 12 | * Review of Progress Updates:
	+ State Seal of Civic Engagement (SSCE)
	+ California Serves Program
	+ College/Career Indicator (CCI)
	+ California Longitudinal Pupil Achievement Data System (CALPADS)
* Next Steps and Questions
 |
| August 31, 2022 | Ad-Hoc Priority 1 – Teacher Assignment Data Workgroup | 25 | * Review of Data Elements and DataQuest reports
* 2022 California School Dashboard (Dashboard)
* Introduction to Reporting Requirements
* Proposed Reporting for Priority 1
* Resources Needed to Support the Proposal
* Key Dates and Activities
 |

### *Table 2: Presentations at In-person Meetings/Conferences*

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| May 5, 2022 | Student Programs and Services Steering Committee (SPSSC) Meeting | 40 | * Update on the DASS Waiver
* 2022 Dashboard: Upcoming Resources
* Participation Rate Refresher and Common Questions
* Update on the CCI
 |
| May 16, 2022 | California School Boards Association (CSBA) Superintendent’s Advisory Council | 25 | * Review of the metrics used in the Dashboard
* Student-level data collection updates
 |
| June 9, 2022 | Native American Student Advocacy Institute “Ensuring Access to Services and Supports for Native Youth in Foster Care” | 25 | * Review of accountability and data reporting
* Overview of identification process for foster youth under the jurisdiction of a tribal court are identified
* Review of supports and services as foster youth and work toward alignment of services
 |
| June 16, 2022 | California Learning Collaborative on Alternative Education | 40 | * DASS Program: Facts and Figures, Pending Issues
* 2022 Dashboard
* Graduation rates, student outcomes
* Non-Dashboard data – Stability Rate Report
 |
| June 27, 2022 | National Conference on Student Assessment | 100 | * “Innovations in Student Growth Model Research” with Educational Testing Service (ETS)
 |
| September 9, 2022 | County Operated Student Programs (formally SPSSC) | 30 | * Overview of September State Board of Education (SBE) Meeting Items 2 and 3
 |
| September 16, 2022 | California Coalition of Early and Middle Colleges (CCEMC) Dual Enrollment Summit | 100 | * CCI Information
* 2022 Dashboard Update
 |
| September 21, 2022 | RAN | 25 | * Review Decisions Made at September 2022 SBE Meeting
* Priority 1, Teaching Assignment Data, and the 2023 Dashboard
* Preparing for the 2022 Dashboard Release
* Dashboard Release
 |
| September 22, 2022 | CISC meeting | 75 | * Review Decisions Made at September 2022 SBE Meeting
* Priority 1, Teaching Assignment Data, and the 2023 Dashboard
* Preparing for the 2022 Dashboard Release
* Dashboard Release
 |
| October 11, 2022 | CSBA Superintendent’s Advisory Council | 25 | * Review of the metrics used in the Dashboard
* Student-level data collection updates
 |
| October 12, 2022 | Codestack Conference: “Revving Up for the Restart of Accountability with the 2022 Dashboard” | 30 | * Reintroduction of the Dashboard
* Preparing for the 2022 Dashboard Release
 |
| October 19, 2022 | California Assessment Conference: “Revving Up for the Restart of Accountability with the 2022 Dashboard” | 225 | * Reintroduction of the Dashboard
* Preparing for the 2022 Dashboard Release
 |

### *Table 3: Presentations/Virtual Meetings*

| **Date** | **Title** | **Estimated Number of Attendees** | **Topics** |
| --- | --- | --- | --- |
| March 3, 2022 | SPSSC Meeting | 45 | * Update on 2022 Accountability and Impacts to School Support Eligibility
* Update on the DASS Program
* Additional Considerations
* Reminder of DASS Application Timeline
 |
| March 16, 2022 | Curriculum Instruction Steering Committee (CISC) Accountability Sub-group Meeting | 15 | * Update on the Dashboard release
* Williams List
 |
| March 17, 2022 | CISC Meeting | 65 | * Update on the Dashboard release
* Williams List
 |
| April 22, 2022 | State and Federal Program Directors (SFPD) Meeting | 300 | * Update on the DASS Waiver
* Release of Student-Level Data for the CCI
* Participation Rate Penalty Reminder and Common Questions
* 2022 Dashboard and Upcoming Resources
 |
| May 5, 2022 | Bilingual Coordinators Network (BCN) | 101 | * 2022 Dashboard Update
* 2021–22 English Learner (EL) Enrollment Data
 |
| May 16, 2022 | California School Boards Association Superintendent’s Advisory Council | 25 | * Review of the metrics used in the Dashboard
* Student-level data collection updates
 |
| May 20, 2022 | SFPD Meeting | 325 | * Information on the Participation Rate
* Armed Services Vocational Aptitude Battery (ASVAB) Data Collection Reminder
* Closing of the Student Online Accountability Record Status (SOARS) System Reminder
 |
| May 25, 2022 | Regional Assessment Network (RAN) Meeting | 25 | * Receive Feedback from RAN Members on the 2022 Dashboard Additional Reports Pertaining to the Academic Indicator
* Answering Questions from RAN
 |
| May 25, 2022 | CISC Accountability Sub-Committee | 15 | * Participation Rate Penalty
* Academic Indicator resources
 |
| May 26, 2022 | CISC Meeting | 65 | * Participation Rate Penalty
* Academic Indicator resources
* Upcoming Dashboard Communications Toolkit
 |
| June 8, 2022 | Small School Districts Association Roundtable | 35 | * Review of the metrics used in the Dashboard
* Student-level data collection updates
 |
| June 10, 2022 | ETS Coffee Session | 150 | * Check-in on academic indicator and the participation rate penalty
* Update on the 2022 Dashboard
 |
| July 8, 2022 | California Collaborative for Educational Excellence: Data Boot Camp | 30 | * Statewide Data Sources
* 2022 California School Dashboard
 |
| July 27, 2022 | Maryland State Department of Education | 30 | * Overview of ELs in California's Accountability System
* Reclassified Fluent English Proficient (RFEP)
* LTELs: California Long-Term English Learners
* Publicly Available EL Student Data
* Extra Information: English Learner Progress Indicator
 |
| August 8, 2022 | 2022 National Center for Education Statistics STATS-DC Data Conference | 25 | * Shared how California incorporates indicators of Educational Equity into its state/federal Accountability system and data reporting
 |
| August 18, 2022 | 2022 Assessment and Accountability Information Meeting  | 778 | * 2022 and the CA School Dashboard
* CDE is Here to Help You Learn About and Understand Accountability
* The Future of the Dashboard
* School Accountability Report Card (SARC) Reporting
* Contacting/Reaching Us
* Questions
 |
| August 19, 2022 | California Practitioners Advisory Group | 25 | * Guiding Principles for the Dashboard
* Differentiated Assistance: Overview of Current Eligibility Criteria and Proposal of Eligibility Criteria to Use Status Only Data from the 2022 Dashboard
* Review Proposal to Link the Dashboard to the Teacher Assignment Outcome Data on DataQuest
* Overview of June 2022 Release of Statewide Teaching Assignment Monitoring Outcome Data on DataQuest
	+ Formation of a new ad-hoc work group to develop objective criteria for the incorporation of Teacher Assignment Data into Priority One of the Dashboard
* Review Proposal to Link the Dashboard to the Science Data on the California Assessment of Student Performance and Progress (CAASPP) Web Site
* 2022 Dashboard Update: New Graphic to Display Status Only Data and Resources to Support Local Educational Agencies (LEAs) and Communities Navigate Through the Dashboard
 |
| August 23, 2022 | County Office of Education Teacher Data Webinar | 150 | * Overview of Assembly Bill 1219 and data sharing agreement
* Review of reporting requirements and limitations
* Review of upcoming technical assistance opportunities
 |
| August 25, 2022 | BCN | 100 | * 2021–22 Long-Term English Learners (LTELs) and “At-Risk” of Becoming a Long-Term English Learners (AR-LTELs) Data Release
* Accountability Update
* Update to the EL Students in California Web Page
 |
| August 29, 2022 | Local Educational Agency Teacher Data Rollout #1 | 1500 | * Overview of Assembly Bill 1219 and data sharing agreement
* Review of reporting requirements and limitations
* Review of upcoming technical assistance opportunities
 |
| September 9, 2022 | Local Educational Agency Teacher Data Rollout #2 | 1550 | * Overview of Assembly Bill 1219 and data sharing agreement
* Review of reporting requirements and limitations
* Review of upcoming technical assistance opportunities
 |
| September 15, 2022 | Weekly Teacher Assignment Data Rollout Office Hours | 400 | * Webinar series designed to support the rollout of the newly available teacher assignment outcomes reporting and data.
* Training provided based on question and answers from participants.
 |
| September 21, 2022 | CISC Accountability Sub-group Meeting | 15 | * Updates on SBE September 2022 items
* Review of Priority 1 Teacher Data on the Dashboard
* Rollout of Dashboard Toolkit
 |
| September 22, 2022 | Weekly Teacher Assignment Data Rollout Office Hours | 640 | * Webinar series designed to support the rollout of the newly available teacher assignment outcomes reporting and data.
* Training provided based on question and answers from participants.
 |
| September 28, 2022 | Association of California School Administrators (ACSA) Legislative Lunch Break | 242 | * 2022 Dashboard Update
* Unpacking data at the local level and how to communicate it to local communities
* What’s ahead for the Dashboard in the Future
 |
| September 29, 2022 | ACSA Superintendents’ Weekly Meeting | 70 | * 2022 Dashboard Update
* Key SBE actions related to the Dashboard
* Review of Dashboard Toolkit
 |
| September 29, 2022 | Weekly Teacher Assignment Data Rollout Office Hours | 200 | * Webinar series designed to support the rollout of the newly available teacher assignment outcomes reporting and data.
* Training provided based on question and answers from participants.
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