

# California Practitioners Advisory Group

## Item 3: Background Information and Implementation Plan for Education Code 52064.5 Related to the Standards for Local Indicators

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Analysis, Measurement, and Accountability Reporting Division

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**TONY THURMOND**

**State Superintendent of Public Instruction**

# California *Education Code* Section 52064.5

- California *Education Code* (EC) Section 52064.5 required the State Board of Education (SBE), on or before October 1, 2016, to adopt evaluation rubrics, known as the California School Dashboard (Dashboard), as a tool to help districts and schools identify strengths and weaknesses and to assist county superintendents in identifying school districts and charter schools in need of technical assistance.
- State and local measures are drawn from the ten priority areas of the Local Control Funding Formula (LCFF), as required in California *EC* Section 52064.5.
- In 2019, Senate Bill (SB) 75 updated *EC* Section 52064.5 with additional information about local indicators.

# LCFF State Priority Areas and Local Indicators

LCFF State Priority Areas 1-5	LCFF State Priority Areas 6-10
<p><b>Basics (Priority 1)</b> Textbooks availability, adequate facilities, and correctly assigned teachers.</p>	<p><b>School Climate (Priority 6)</b> Administer a Local Climate Survey every other year.</p>
<p><b>Implementation of State Academic Standards (Priority 2)</b> Annually report on progress in implementing the standards for all content areas.</p>	<p><b>Access to a Broad Course of Study (Priority 7)</b> Annually report progress on the extent students have access to, and are enrolled in, a broad course of study.</p>
<p><b>Parent and Family Engagement (Priority 3)</b> Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs.</p>	<p><b>Outcomes in a Broad Course of Study (Priority 8)</b> N/A</p>
<p><b>Pupil Achievement (Priority 4)</b> N/A</p>	<p><b>Coordination of Services for Expelled Pupils – COEs Only (Priority 9)</b> Annual measure of progress in coordinating instruction for expelled students.</p>
<p><b>Pupil Engagement (Priority 5)</b> N/A</p>	<p><b>Coordination of Services for Foster Youth – COEs Only (Priority 10)</b> Annual measure of progress in coordinating instruction for foster youth.</p>

# Teacher Missassignment (Priority Area 1)

The CDE identified teacher missassignment data as the first data set to meet the standards under SB 75 for local indicators to:

“reflect school-level data to the extent the department collects or otherwise has access to relevant and reliable school-level data for all schools statewide.”

# **Data Exchange between the CDE and the California Commission on Teacher Credentialing (CTC)**

- In October 2018, the CDE and the California Commission on Teacher Credentialing (CTC) signed a data sharing memorandum of understanding to formally exchange teacher and credential data.
- The CDE will provide the CTC with staffing information collected in the California Longitudinal Pupil Achievement Data System (CALPADS) Fall 2 collection. The CTC will enter these data into the California Statewide Assignment Accountability System (CalSAAS) for teacher monitoring.
- The CTC will match these data with their credential data and provide the necessary indicators to the CDE in order to meet the necessary Every Student Succeeds Act (ESSA) reporting requirements.

# Data Exchange Timeline

Date	Activity
October 2018	The CDE and CTC sign a MOU formalizing a data sharing agreement.
July 2019	The CDE implemented an overhaul of course codes of the CALPADS Fall 2 data submission scheduled to close in March 2020.
November 2019	The SBE adopts teacher equity definitions under ESSA and state reporting requirements.
March 2020	The CALPADS Fall 2 submission deadline is extended to April 24, 2020, due to the outbreak of COVID-19.
April – July 2020	The CDE extracts the Fall 2 data from CALPADS.
July 2020 – August 2020	The CDE is preparing the final data files extracted from CALPADS Fall 2 collection to provide to the CTC.

# CTC's Processing of CDE's CALPADS Data

The CTC anticipates processing the data received by the CDE in two phases:

- **Phase One:** For each assignment present in the initial CALPADS assignment data set, the CTC will indicate simply that the educator was properly assigned or misassigned, and if misassigned, in which dimensions. These data are **not** sufficient to meet ESSA reporting requirements.
- **Phase Two:** The CTC will match these data with their credential data and provide the necessary indicators to the CDE in order to meet the necessary Every ESSA reporting requirements.

# Questions?