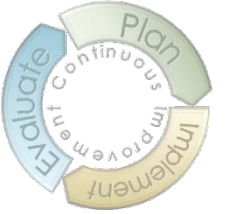


# The LCAP and the Dashboard

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WEBINAR #6: USING THE DASHBOARD TO INFORM THE  
DEVELOPMENT OF THE LOCAL CONTROL AND ACCOUNTABILITY PLAN  
(LCAP) PROCESS

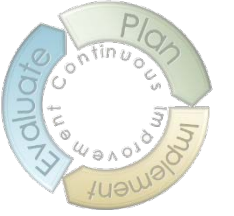




# Presented by

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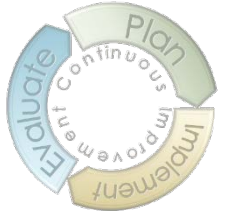
The Local Agency System Support Office  
California Department of Education



# Goal for Today

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To gain an understanding of how to use the Dashboard to inform the development of well written LCAPs.



# Topics

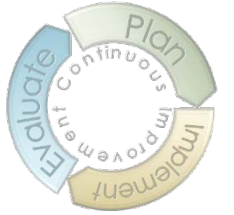
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- A brief review of the Local Control and Accountability Plan and the Dashboard
- Relationship between the LCAP and Dashboard
- Using the Dashboard to Develop the LCAP
- Questions

# The LCAP and the Dashboard

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A BRIEF REVIEW



# Requirement for the LCAP

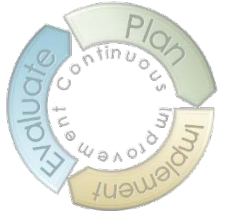
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As part of the Local Control Funding Formula (LCFF), school districts, COEs, and charter schools are required to develop, adopt, and annually update a three-year Local Control and Accountability Plan (LCAP) using a template adopted by the State Board of Education.

The LCAP must include a description of the annual goals to be achieved for each student group for each state priority and each metric within the priorities.

The LCAP must include an annual review of the effectiveness of the goals, actions, and services from the prior year.

The LCAP template must include data from the Dashboard.

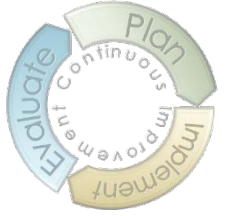


# Requirements for the Dashboard

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LCFF requires that evaluation rubrics be developed for the following purposes:

- To support LEAs in identifying strengths, weaknesses, and areas for improvement;
- To assist in determining an LEA's eligibility for differentiated assistance; and
- To assist the Superintendent of Public Instruction in determining an LEA's eligibility for intervention.



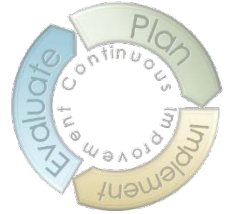
# Dashboard Development

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The SBE adopted the California Schools Dashboard (Dashboard) as the new accountability tool required by LCFF.

- The Dashboard is how performance data from the evaluation rubrics are shown to LEAs and the public.
- The Dashboard includes a concise set of state and local indicators.
- Stakeholders can use the Dashboard to see how LEAs and schools are meeting the needs of their students.

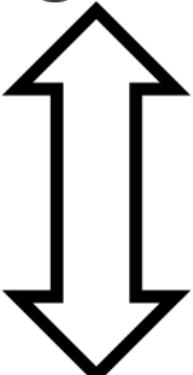





# Dashboard Performance Indicators

## STATE

**Highest**



**Lowest**



Performance determined by state based on the 5X5 colored table

## LOCAL

Met

Not Met

Not Met for Two or More Years

Performance determined by LEA based on state-created standards



# Dashboard

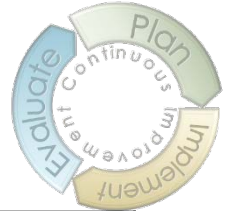
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The Dashboard is a powerful online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on the state and local indicators:

- The state indicators apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state.
- Local indicators apply at the LEA and charter school level and are based on data collected by the local level.

The state and local indicators are drawn from the ten LCFF priority areas.

# Indicators by Priority Areas



The following table shows each priority area and its corresponding state and/or local indicator:

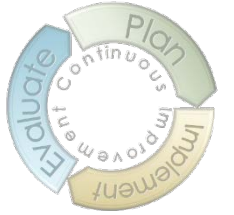
Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools (Priority 1)	N/A	Basics Conditions at School
Implementation of State Academic Standards (Priority 2)	N/A	Implementation of State Academic Standards
Parental Engagement (Priority 3)	N/A	Parent Engagement
Student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

\* Under development

\*\* County offices of education only



# The Dashboard Informs the Development of the LCAP



The Goal:  
Improved  
Student  
Outcomes

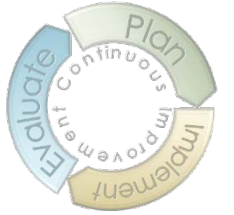
- Identifies the LEAs areas of strength and areas of need

- Provides the LEA with additional data to inform decision-making and planning

- The vehicle for the LEA to review its progress, articulate their plans to address the areas of identified need, and communicate its plan to educational stakeholders

# Using the Dashboard to Inform the LCAP

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# The Dashboard in the LCAP

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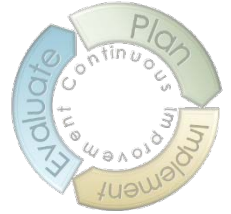
LEAs are required to use data from the Dashboard to inform the development of the LCAP.

- Annual Update: Analysis
- Goals, Actions, and Services (GAS): Identified Needs
- Plan Summary: Greatest Progress, Greatest Needs, and Performance Gaps

# Analyzing Effectiveness

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ANNUAL UPDATE: ANALYSIS



# Annual Update: Analysis

The LCAP template instructs LEAs to include performance data from the LCFF Evaluation Rubrics (Dashboard) when completing the Analysis portion of the Annual Update.

## ANALYSIS

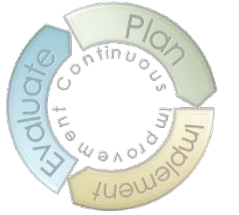
Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

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

Describe the overall implementation of the

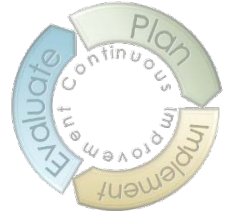
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.





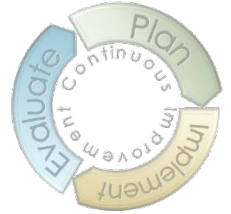
The following slides are provided only as an example.

# Dashboard: Status and Change Report



Equity Report	Status and Change Report	Detailed Report	Student Group Report
<p>The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.</p>			
State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very High 9%	Declined Significantly -2.1%
<u>English Learner Progress (1-12)</u>		High 79.8%	Increased +3.8%
<u>Graduation Rate (9-12)</u>		Very High 99.3%	Increased +2.6%
<u>College/Career (9-12)</u> <a href="#">Select for one year of available data</a>	N/A	Low 29.3%	N/A
<u>English Language Arts (3-8)</u>		Very Low 74.2 points below level 3	Maintained -1.3 points
<u>Mathematics (3-8)</u>		Very Low 98.7 points below level 3	Declined -8.7 points

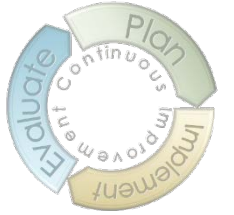




# Analyzing Progress

Equity Report	Status and Change Report	Detailed Report	Student Group Report
<p>The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.</p>			
State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very High 9%	Declined Significantly -2.1%
<u>English Learner Progress (1-12)</u>		High 79.8%	Increased +3.8%
<u>Graduation Rate (9-12)</u>		Very High 99.3%	Increased +2.6%
<u>College/Career (9-12)</u> <a href="#">Select for one year of available data</a>	N/A	Low 29.3%	N/A
<u>English Language Arts (3-8)</u>		Very Low 74.2 points below level 3	Maintained -1.3 points
<u>Mathematics (3-8)</u>		Very Low 98.7 points below level 3	Declined -8.7 points



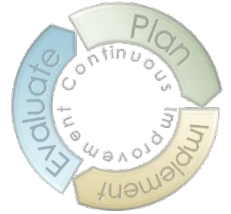


# Annual Update: Analysis (1 of 5)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

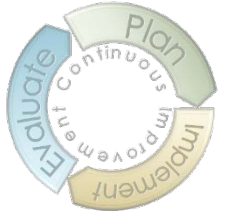
Based on an analysis of the data, the LEA might choose to describe how:

**Actions/services proved effective in decreasing the Suspension Rate and increasing English Learner progress and Graduation Rate.**



# Identifying Areas of Need

Equity Report	Status and Change Report	Detailed Report	Student Group Report
<p>The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.</p>			
State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		<b>Very High</b> 9%	Declined Significantly -2.1%
English Learner Progress (1-12)		High 79.8%	Increased +3.8%
<u>Graduation Rate (9-12)</u>		Very High 99.3%	Increased +2.6%
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	Low 29.3%	N/A
<u>English Language Arts (3-8)</u>		<b>Very Low</b> 74.2 points below level 3	Maintained -1.3 points
<u>Mathematics (3-8)</u>		<b>Very Low</b> 98.7 points below level 3	<b>Declined</b> -8.7 points



# Annual Update: Analysis (2 of 5)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

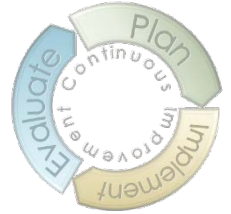
Based on an analysis of the data, the LEA might choose to describe how:

Actions/Services proved effective in decreasing the Suspension Rate and increasing English Learner progress and Graduation Rate.

Actions/Services have shown some effectiveness in maintaining English Language Arts (ELA) progress.

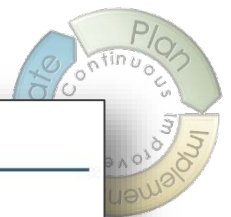
Actions/Services have not been effective in improving Math progress.

# Status and Change: Chronic Absenteeism (Status Only)



Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American			27.0%
American Indian or Alaska Native			14.3%
Asian			*
Filipino			*
Hispanic or Latino			16.9%
Pacific Islander			70.0%
White			20.4%
Two or More Races			*
Not Reported			*

# Status and Change: Suspension Rate (K-12)



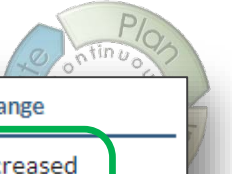
	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very High 9%	Declined Significantly -2.1%
<a href="#">English Learners</a>			High 5.5%	Declined Significantly -2%
<a href="#">Foster Youth</a>			Very High 19.1%	Maintained 0%
<a href="#">Homeless</a>			Very High 10.3%	Declined Significantly -7.8%
<a href="#">Socioeconomically Disadvantaged</a>			Very High 9.6%	Increased +0.9%
<a href="#">Students with Disabilities</a>			Very High 13.9%	Declined Significantly -4.1%
<a href="#">African American</a>			Very High 22.5%	Declined Significantly -12%
<a href="#">American Indian</a>			High 5.4%	Declined Significantly -3.7%
<a href="#">Asian</a>			*	*
<a href="#">Filipino</a>			*	*
<a href="#">Hispanic</a>			High 7.9%	Declined -1.6%
<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Very High 12.2%	Declined -1.6%





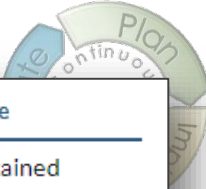
# Status and Change: Graduation Rate (9-12)

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>	⊗	100	Very High 99.3%	Increased +2.6%
<a href="#">English Learners</a>	⊗	100	Very High 98.2%	Increased +3%
<a href="#">Foster Youth</a>		100	*	*
<a href="#">Homeless</a>		100	*	*
<a href="#">Socioeconomically Disadvantaged</a>	⊗	100	Very High 99.3%	Increased +2.6%
<a href="#">Students with Disabilities</a>		100	Very High 100%	Increased +1.8%
<a href="#">African American</a>		100	*	*
<a href="#">American Indian</a>		100	*	*
<a href="#">Asian</a>		100	*	*
<a href="#">Filipino</a>		100	*	*
<a href="#">Hispanic</a>	⊗	100	Very High 99.1%	Increased +2.5%
<a href="#">Pacific Islander</a>		100	*	*
<a href="#">Two or More Races</a>		100	*	*
<a href="#">White</a>	⊗	100	Very High 100%	Increased +4.1%

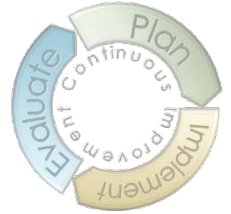


# Status and Change: English Language Arts (3-8)

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 74.2 points below level 3	Maintained -1.3 points
<a href="#">English Learners</a>			Very Low 89 points below level 3	Declined -7.7 points
<a href="#">Foster Youth</a>			*	*
<a href="#">Homeless</a>			Very Low 152 points below level 3	*
<a href="#">Socioeconomically Disadvantaged</a>			Very Low 78.1 points below level 3	Maintained -1.7 points
<a href="#">Students with Disabilities</a>			Very Low 156.3 points below level 3	Maintained -2.1 points
<a href="#">African American</a>			Very Low 98.5 points below level 3	Increased +10.1 points
<a href="#">American Indian</a>			Low 49.6 points below level 3	Maintained +1.3 points
<a href="#">Asian</a>			*	*
<a href="#">Filipino</a>			*	*
<a href="#">Hispanic</a>			Very Low 76.8 points below level 3	Maintained -1.3 points
<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Low 61.9 points below level 3	Declined -6.6 points



# English Language Arts: ELs



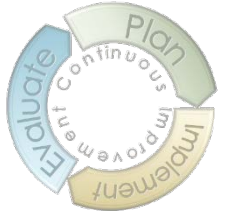
	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 74.2 points below level 3	Maintained -1.3 points
<a href="#">English Learners</a>			Very Low 89 points below level 3	Declined -7.7 points
<a href="#">Foster Youth</a>			*	*

## Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only		Low 47.8 points below level 3	Maintained +0.3 points
EL - EL Only		Very Low 129.8 points below level 3	Declined -13.6 points
English Only		Low 66.5 points below level 3	Maintained +2.4 points

<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Low 61.9 points below level 3	Declined -6.6 points



# Annual Update: Analysis (3 of 5)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on an analysis of the data, the LEA might choose to describe how:

Actions/Services proved effective in decreasing the Suspension Rate and increasing English Learner progress and Graduation Rate.

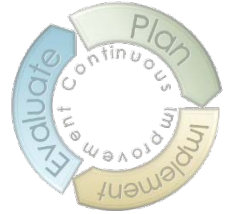
Actions/Services have shown **limited** effectiveness in increasing or maintaining ELA progress, **and have been ineffective with EL Only students.**

Actions/Services have not been effective in improving Math progress.

# Status and Change: Math (3-8)

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 98.7 points below level 3	Declined -8.7 points
<a href="#">English Learners</a>			Very Low 110 points below level 3	Declined -10.8 points
<a href="#">Foster Youth</a>			*	*
<a href="#">Homeless</a>			Very Low 170.8 points below level 3	*
<a href="#">Socioeconomically Disadvantaged</a>			Very Low 103.3 points below level 3	Declined -9.1 points
<a href="#">Students with Disabilities</a>			Very Low 190.4 points below level 3	Declined -9.9 points
<a href="#">African American</a>			Very Low 126.7 points below level 3	Maintained -2.2 points
<a href="#">American Indian</a>			Low 67 points below level 3	Increased +9.9 points
<a href="#">Asian</a>			*	*
<a href="#">Filipino</a>			*	*
<a href="#">Hispanic</a>			Very Low 99.8 points below level 3	Declined -7.8 points
<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Low 93.9 points below level 3	Declined Significantly -20.2 points

# Mathematics: ELs

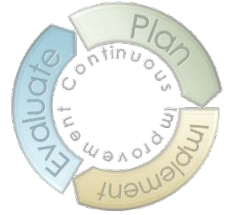


	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 98.7 points below level 3	Declined -8.7 points
<a href="#">English Learners</a>			Very Low 110 points below level 3	Declined -10.8 points
<a href="#">Foster Youth</a>			*	*

## Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only		Low 77.3 points below level 3	Declined -8 points
EL - EL Only		Very Low 142.7 points below level 3	Declined -11.9 points
English Only		Low 92.8 points below level 3	Declined -8.4 points
<a href="#">Hispanic</a>		Very Low 99.8 points below level 3	Declined -7.8 points
<a href="#">Pacific Islander</a>		*	*
<a href="#">Two or More Races</a>		*	*
<a href="#">White</a>		Low 93.9 points below level 3	Declined Significantly -20.2 points



# Annual Update: Analysis (4 of 5)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

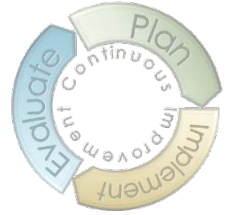
Based on an analysis of the data, the LEA might choose to describe how:

Actions/Services proved effective in decreasing the Suspension Rate and increasing English Learner progress and Graduation Rate.

Actions/Services have shown limited effectiveness in increasing or maintaining ELA progress, and have been ineffective with EL Only students.

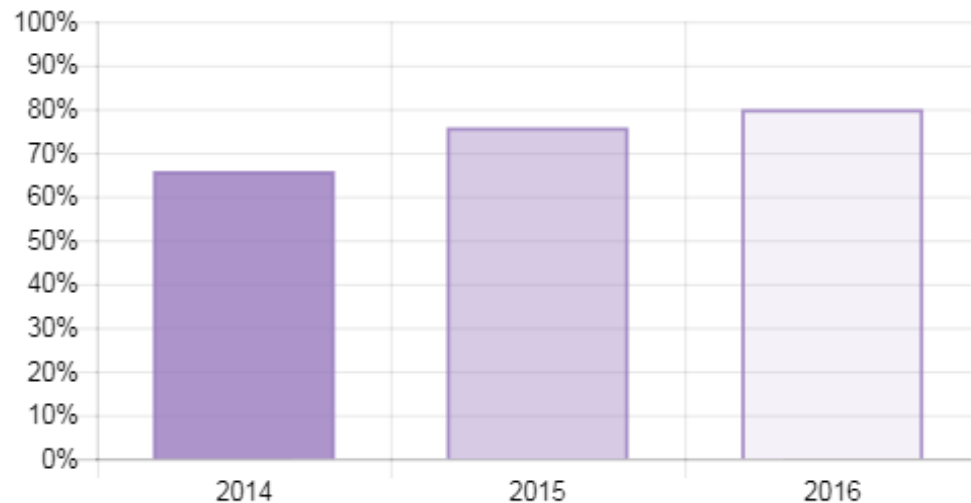
Actions/Services have not been effective in improving Math progress, **especially among EL Only students.**

# Detailed Reports: Academic Performance (1 of 2)



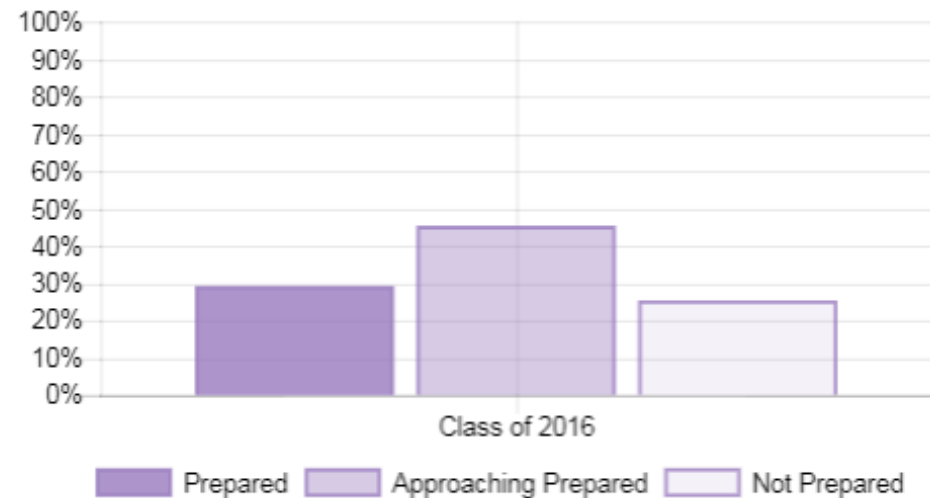
## State Indicators

### English Learner Progress Indicator (Grades K-12)



The percent of English Learners who made progress towards English proficiency.

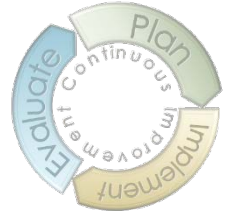
### College/Career Indicator



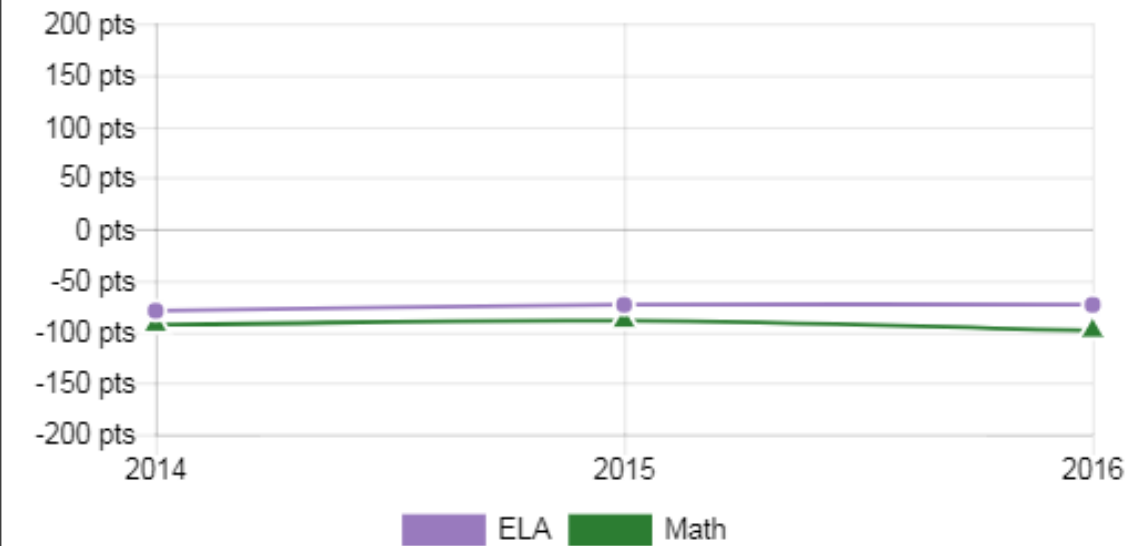
For the Fall 2017 Dashboard, the College/Career Indicator (CCI) is reported as Status only. Because it only contains one-year of data, both Change and a performance level (color) will not be calculated or reported. For more information about the CCI, please visit the California Department of Education Web resource page at <http://www.cde.ca.gov/ta/ac/cm/>.



# Detailed Reports: Academic Performance (2 of 2)

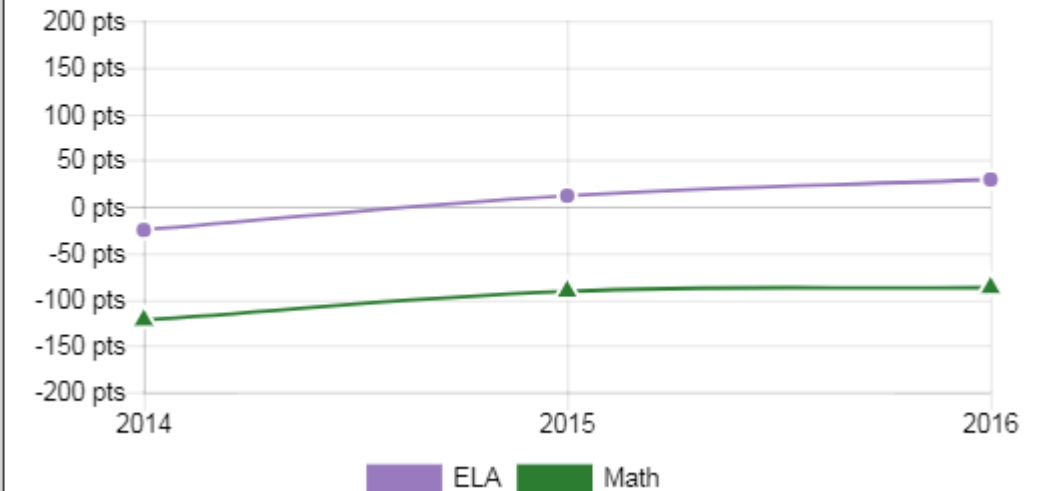


### Academic Indicators (Grades 3-8): Distance from Level 3

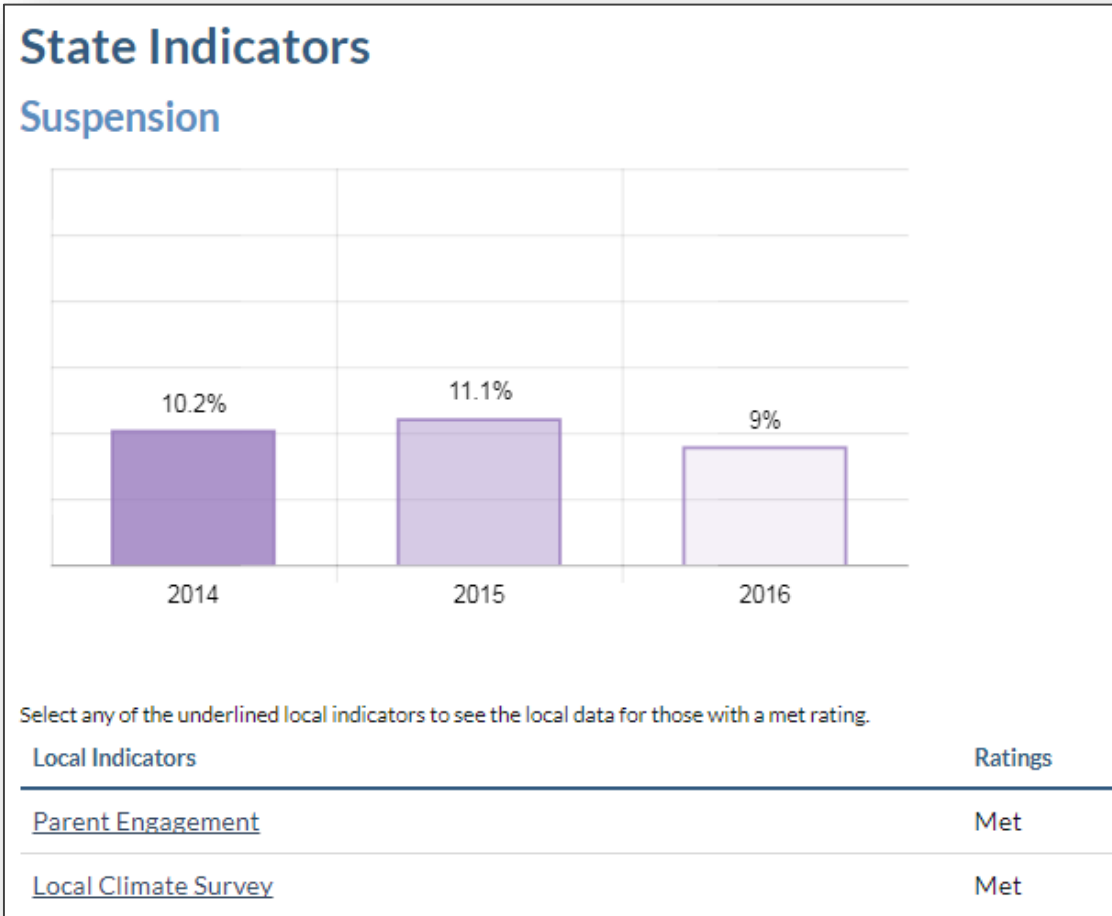
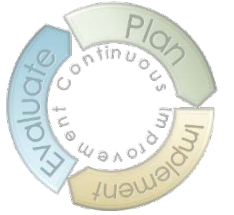


### Other State Measures

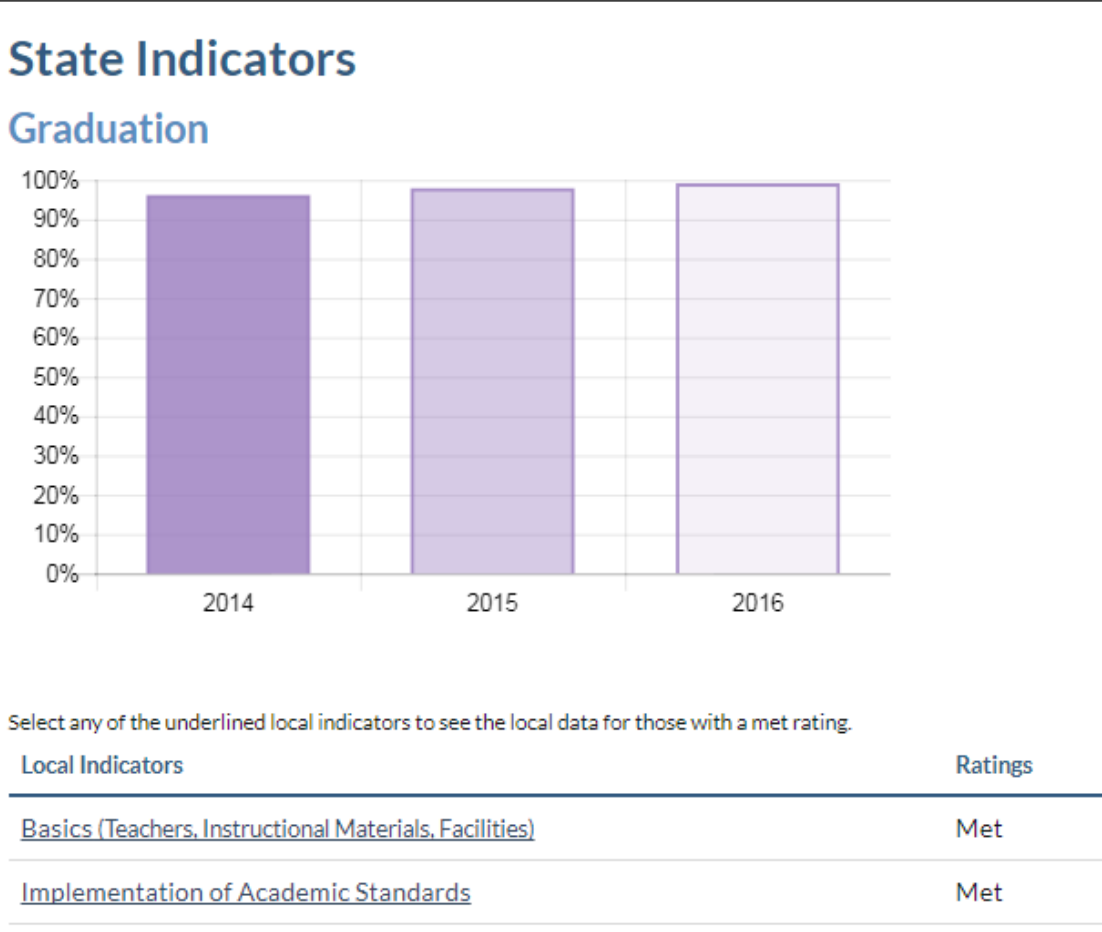
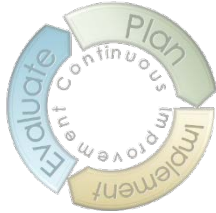
#### Assessment Performance Results for Grade 11: Distance from Level 3

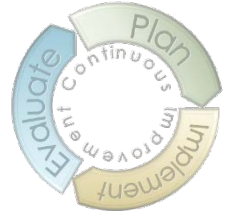


# Detailed Reports: Climate and Conditions



# Detailed Reports: Academic Engagement





# Annual Update: Analysis (5 of 5)

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Based on an analysis of the data, the LEA might choose to describe how:

Actions/Services proved effective in decreasing the Suspension Rate and **continuing to increase** English Learner progress and Graduation Rate.

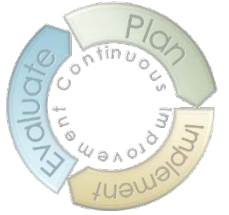
Actions/Services have shown limited effectiveness in increasing or maintaining ELA progress, and have been ineffective with EL Only students; **however, ELA progress for Grade 11 has steadily improved.**

Actions/Services have not been effective in improving Math progress, especially among the EL Only students.

# Identifying Needs

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GOALS, ACTIONS, AND SERVICES: IDENTIFIED NEEDS

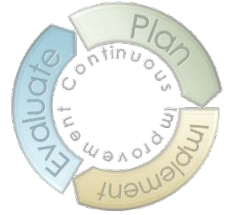


# GAS: Identified Need

The instructions for the Identified Need portion of each Goal require an LEA to describe the needs that led to establishing the goal, based on, in part, performance data from the Dashboard.

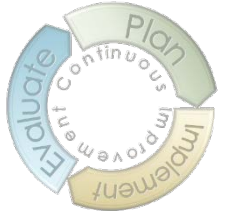
	COE <input type="checkbox"/> 9 <input type="checkbox"/> 10
	LOCAL _____
<u>Identified Need</u>	

*“The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.”* – LCAP Template Instructions, pg. 4



# Identifying Needs

Equity Report	Status and Change Report	Detailed Report	Student Group Report
<p>The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.</p>			
State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		<b>Very High</b> 9%	Declined Significantly -2.1%
English Learner Progress (1-12)		High 79.8%	Increased +3.8%
<u>Graduation Rate (9-12)</u>		Very High 99.3%	Increased +2.6%
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	Low 29.3%	N/A
<u>English Language Arts (3-8)</u>		<b>Very Low</b> 74.2 points below level 3	Maintained -1.3 points
<u>Mathematics (3-8)</u>		<b>Very Low</b> 98.7 points below level 3	<b>Declined</b> -8.7 points



# GAS: Identified Need (1 of 5)

## Identified Need

Based on an analysis of the data as part of the Annual Update, the LEA might choose to describe the following needs:

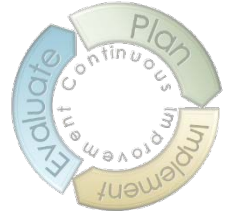
A need to reduce the Suspension Rate.

A need to improve ELA progress.

A need to improve Math progress.



# Status and Change: Chronic Absenteeism (Status Only)



Ethnicity	Cumulative Enrollment	Chronic Absenteeism Count	Chronic Absenteeism Rate
African American			27.0%
American Indian or Alaska Native			14.3%
Asian			*
Filipino			*
Hispanic or Latino			16.9%
Pacific Islander			70.0%
White			20.4%
Two or More Races			*
Not Reported			*



# GAS: Identified Need (2 of 5)

## Identified Need

Based on an analysis of the data as part of the Annual Update, the LEA might choose to describe the following needs:

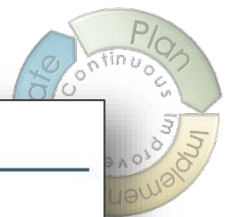
A need to reduce the Suspension Rate.

A need to improve ELA progress.

A need to improve Math progress.

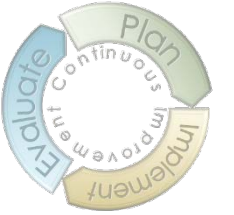
**A need to reduce Chronic Absenteeism for the Pacific Islander Subgroup.**

# Status and Change: Suspension Rate (K-12)



	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very High 9%	Declined Significantly -2.1%
<a href="#">English Learners</a>			High 5.5%	Declined Significantly -2%
<a href="#">Foster Youth</a>			Very High 19.1%	Maintained 0%
<a href="#">Homeless</a>			Very High 10.3%	Declined Significantly -7.8%
<a href="#">Socioeconomically Disadvantaged</a>			Very High 9.6%	Increased +0.9%
<a href="#">Students with Disabilities</a>			Very High 13.9%	Declined Significantly -4.1%
<a href="#">African American</a>			Very High 22.5%	Declined Significantly -12%
<a href="#">American Indian</a>			High 5.4%	Declined Significantly -3.7%
<a href="#">Asian</a>			*	*
<a href="#">Filipino</a>			*	*
<a href="#">Hispanic</a>			High 7.9%	Declined -1.6%
<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Very High 12.2%	Declined -1.6%





# GAS: Identified Need (3 of 5)

## Identified Need

Based on an analysis of the data as part of the Annual Update, the LEA might choose to describe the following needs:

A need to reduce the Suspension Rate **for all subgroups.**

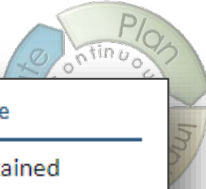
A need to improve ELA progress.

A need to improve Math progress.

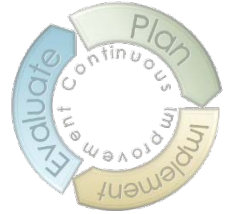
A need to reduce Chronic Absenteeism for the Pacific Islander Subgroup.

# Status and Change: English Language Arts (3-8)

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 74.2 points below level 3	Maintained -1.3 points
<a href="#">English Learners</a>			Very Low 89 points below level 3	Declined -7.7 points
<a href="#">Foster Youth</a>			*	*
<a href="#">Homeless</a>			Very Low 152 points below level 3	*
<a href="#">Socioeconomically Disadvantaged</a>			Very Low 78.1 points below level 3	Maintained -1.7 points
<a href="#">Students with Disabilities</a>			Very Low 156.3 points below level 3	Maintained -2.1 points
<a href="#">African American</a>			Very Low 98.5 points below level 3	Increased +10.1 points
<a href="#">American Indian</a>			Low 49.6 points below level 3	Maintained +1.3 points
<a href="#">Asian</a>			*	*
<a href="#">Filipino</a>			*	*
<a href="#">Hispanic</a>			Very Low 76.8 points below level 3	Maintained -1.3 points
<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Low 61.9 points below level 3	Declined -6.6 points



# English Language Arts: ELs



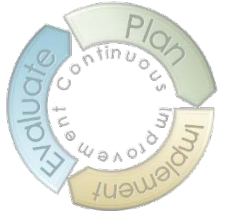
	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 74.2 points below level 3	Maintained -1.3 points
<a href="#">English Learners</a>			Very Low 89 points below level 3	Declined -7.7 points
<a href="#">Foster Youth</a>			*	*

## Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only		Low 47.8 points below level 3	Maintained +0.3 points
EL - EL Only		Very Low 129.8 points below level 3	Declined -13.6 points
English Only		Low 66.5 points below level 3	Maintained +2.4 points

<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Low 61.9 points below level 3	Declined -6.6 points



# GAS: Identified Need (4 of 5)

## Identified Need

Based on an analysis of the data as part of the Annual Update, the LEA might choose to describe the following needs:

A need to reduce the Suspension Rate for all subgroups.

A need to improve ELA progress **for all subgroups.**

A need to improve Math progress.

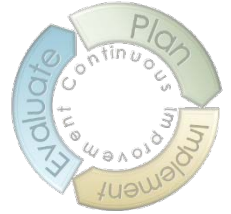
A need to reduce Chronic Absenteeism for the Pacific Islander Subgroup.

# Status and Change: Math (3-8)

	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 98.7 points below level 3	Declined -8.7 points
<a href="#">English Learners</a>			Very Low 110 points below level 3	Declined -10.8 points
<a href="#">Foster Youth</a>			*	*
<a href="#">Homeless</a>			Very Low 170.8 points below level 3	*
<a href="#">Socioeconomically Disadvantaged</a>			Very Low 103.3 points below level 3	Declined -9.1 points
<a href="#">Students with Disabilities</a>			Very Low 190.4 points below level 3	Declined -9.9 points
<a href="#">African American</a>			Very Low 126.7 points below level 3	Maintained -2.2 points
<a href="#">American Indian</a>			Low 67 points below level 3	Increased +9.9 points
<a href="#">Asian</a>			*	*
<a href="#">Filipino</a>			*	*
<a href="#">Hispanic</a>			Very Low 99.8 points below level 3	Declined -7.8 points
<a href="#">Pacific Islander</a>			*	*
<a href="#">Two or More Races</a>			*	*
<a href="#">White</a>			Low 93.9 points below level 3	Declined Significantly -20.2 points



# Mathematics: ELs

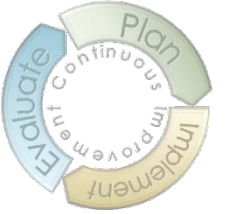


	Student Performance	Number of Students	Status	Change
<a href="#">All Students</a>			Very Low 98.7 points below level 3	Declined -8.7 points
<a href="#">English Learners</a>			Very Low 110 points below level 3	Declined -10.8 points
<a href="#">Foster Youth</a>			*	*

## Additional Assessment Data

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes. In addition, data for English Only students are provided for easy comparison.

	Number of Students	Status	Change
EL - Reclassified Only		Low 77.3 points below level 3	Declined -8 points
EL - EL Only		Very Low 142.7 points below level 3	Declined -11.9 points
English Only		Low 92.8 points below level 3	Declined -8.4 points
<a href="#">Hispanic</a>		99.8 points below level 3	-7.8 points
<a href="#">Pacific Islander</a>		*	*
<a href="#">Two or More Races</a>		*	*
<a href="#">White</a>		Low 93.9 points below level 3	Declined Significantly -20.2 points



# GAS: Identified Need (5 of 5)

## Identified Need

Based on an analysis of the data as part of the Annual Update, the LEA might choose to describe the following needs:

A need to reduce the Suspension Rate for all subgroups.

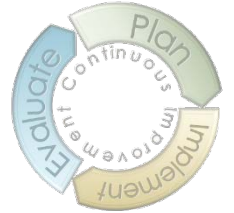
A need to improve ELA progress for all subgroups.

A need to improve Math progress **for all subgroups.**

A need to reduce Chronic Absenteeism for the Pacific Islander Subgroup.

# The Plan Summary

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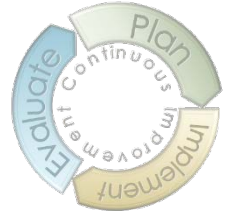
# Plan Summary: Greatest Progress

## 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

Empty box for reporting greatest progress.



# Identifying Progress

Equity Report	Status and Change Report	Detailed Report	Student Group Report
<p>The status and change report provides the performance level for all students on state indicators. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined indicators for more detailed information.</p>			
State Indicators	All Students Performance	Status	Change
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		Very High 9%	Declined Significantly -2.1%
<u>English Learner Progress (1-12)</u>		High 79.8%	Increased +3.8%
<u>Graduation Rate (9-12)</u>		Very High 99.3%	Increased +2.6%
<u>College/Career (9-12)</u> <a href="#">Select for one year of available data</a>	N/A	Low 29.3%	N/A
<u>English Language Arts (3-8)</u>		Very Low 74.2 points below level 3	Maintained -1.3 points
<u>Mathematics (3-8)</u>		Very Low 98.7 points below level 3	Declined -8.7 points





# Greatest Progress

## 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.

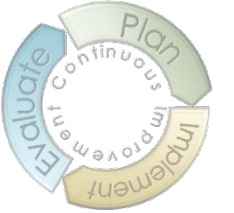
## GREATEST PROGRESS

Based on an analysis of the data as part of the Annual Update, the LEA might choose to describe the following progress:

Suspension Rate significantly declined

English Learner progress increased

Graduation Rate is high and continues to increase



# Plan Summary: Greatest Needs

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**

Empty light blue box for input.



# Equity Report: State Indicators

- Equity Report
- Status and Change Report
- Detailed Report
- Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups in any of the underlined indicators for more detailed information.

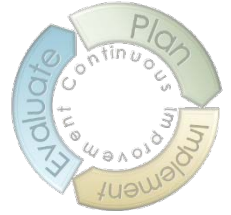
Are any Orange or Red?

**Yes**

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
<u>Chronic Absenteeism</u>	N/A	N/A	N/A
<u>Suspension Rate (K-12)</u>		9	3
<u>English Learner Progress (1-12)</u>		1	0
<u>Graduation Rate (9-12)</u>		4	0
<u>College/Career (9-12)</u> <small>Select for one year of available data</small>	N/A	N/A	N/A
<u>English Language Arts (3-8)</u>		6	6
<u>Mathematics (3-8)</u>		6	6







# Equity Report: Local Indicators

Local Indicators	Ratings
<u>Basics</u> (Teachers, Instructional Materials, Facilities)	Met
<u>Implementation of Academic Standards</u>	Met
<u>Parent Engagement</u>	Met
<u>Local Climate Survey</u>	Met

Any “Not Met” or “Not Met for Two or More Years”?

**No**

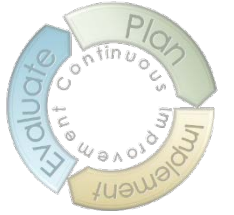


# Greatest Needs

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**

State Indicators for English Language Arts (3-8) and Mathematics (3-8) must be addressed within the LCAP and summarized within the Greatest Needs prompt.



# Plan Summary: Performance Gaps

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**

Empty box for reporting performance gaps and planning steps.

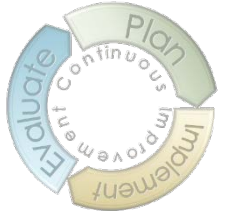
# Student Group Report

Are any subgroups two or more levels below “all students”?

**Yes**



Equity Report	Status and Change Report	Detailed Report	Student Group Report											
State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American	American Indian	Asian	Filipino	Hispanic	Pacific Islander	Two or More Races	
<u>Chronic Absenteeism</u>	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<u>Suspension Rate (K-12)</u>									*	*		*	*	
English Learner Progress (1-12)		N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A	
<u>Graduation Rate (9-12)</u>			*	*		*	*	*	*	*		*	*	
<u>English Language Arts (3-8)</u>			*	*				*	*	*		*	*	
<u>Mathematics (3-8)</u>			*	*				*	*	*		*	*	



# Performance Gaps

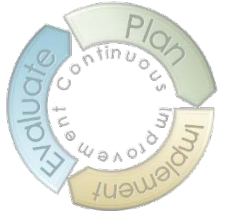
Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## **PERFORMANCE GAPS**

Suspension Rate for Foster Youth and Socioeconomically Disadvantaged Students must be addressed within the LCAP and summarized within the Performance Gaps prompt.

# Next Steps

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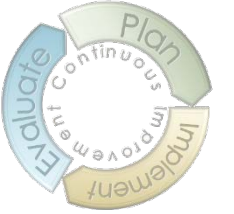
# Going Beyond the Dashboard



- After identifying areas in need of a more focused evaluation...

- ...dig deeper into available local data; use it to inform decision-making and planning.

- Include Dashboard data and local data in the review of progress before articulating the plans to address the areas of identified need in the LCAP.



# Questions or Comments?

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Please contact  
Local Agency Systems Support Office  
[LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov)  
916-319-0809





Thank you for attending

