



# Local Indicators Chronic Absenteeism Statements of Model Practice

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WEBINAR MARCH 6, 2017



# Presented by

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The Local Agency System Support Office

and

The Academic Accountability Unit

California Department of Education



# Topics

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1. Local Indicators
2. Chronic Absenteeism
3. Statements of Model Practice
4. Questions



# Dashboard

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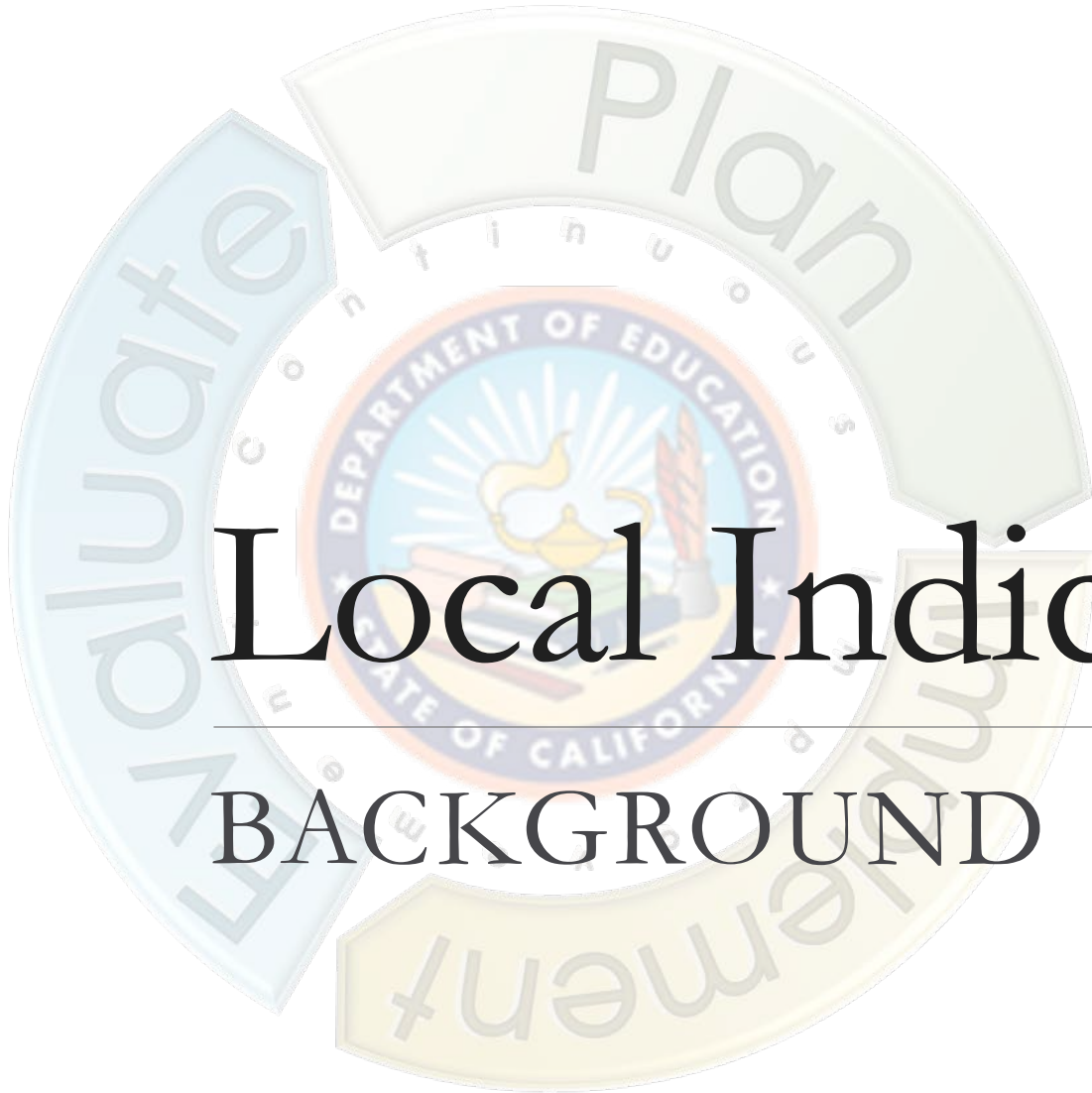
- The California School **Dashboard** shows how local educational agencies (LEAs) and schools are performing on the indicators included in the state's new Accountability System.
  - Multiple Measures
  - Focus on Equity
  - Supporting Local Decision Making
- The Dashboard contains a concise set of state and local performance indicators that reflect performance on the local control funding formula (LCFF) priorities.



# Dashboard

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- The information from the Dashboard will help to:
  - Identify strengths, weaknesses, and areas in need of improvement across all LCFF priority areas.
  - Inform the local planning and stakeholder engagement processes of the local control and accountability plan (LCAP).



# Local Indicators

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## BACKGROUND



# Local Indicators

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- Data is not collected at the state level for some priority areas.
  - For these priority areas, local educational agencies (LEAs) will measure and report their progress through the Dashboard based on **locally collected data**.



# Local Indicators

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The local indicators are:

- Priority 1: Basic Services
- Priority 2: Implementation of State Academic Standards
- Priority 3: Parent Engagement
- Priority 6: School Climate (Priority 6 also includes a state indicator)
- Priority 9: Coordination of Services for Expelled Youth - County offices of education (COE) only
- Priority 10: Coordination of Services for Foster Youth - COE only





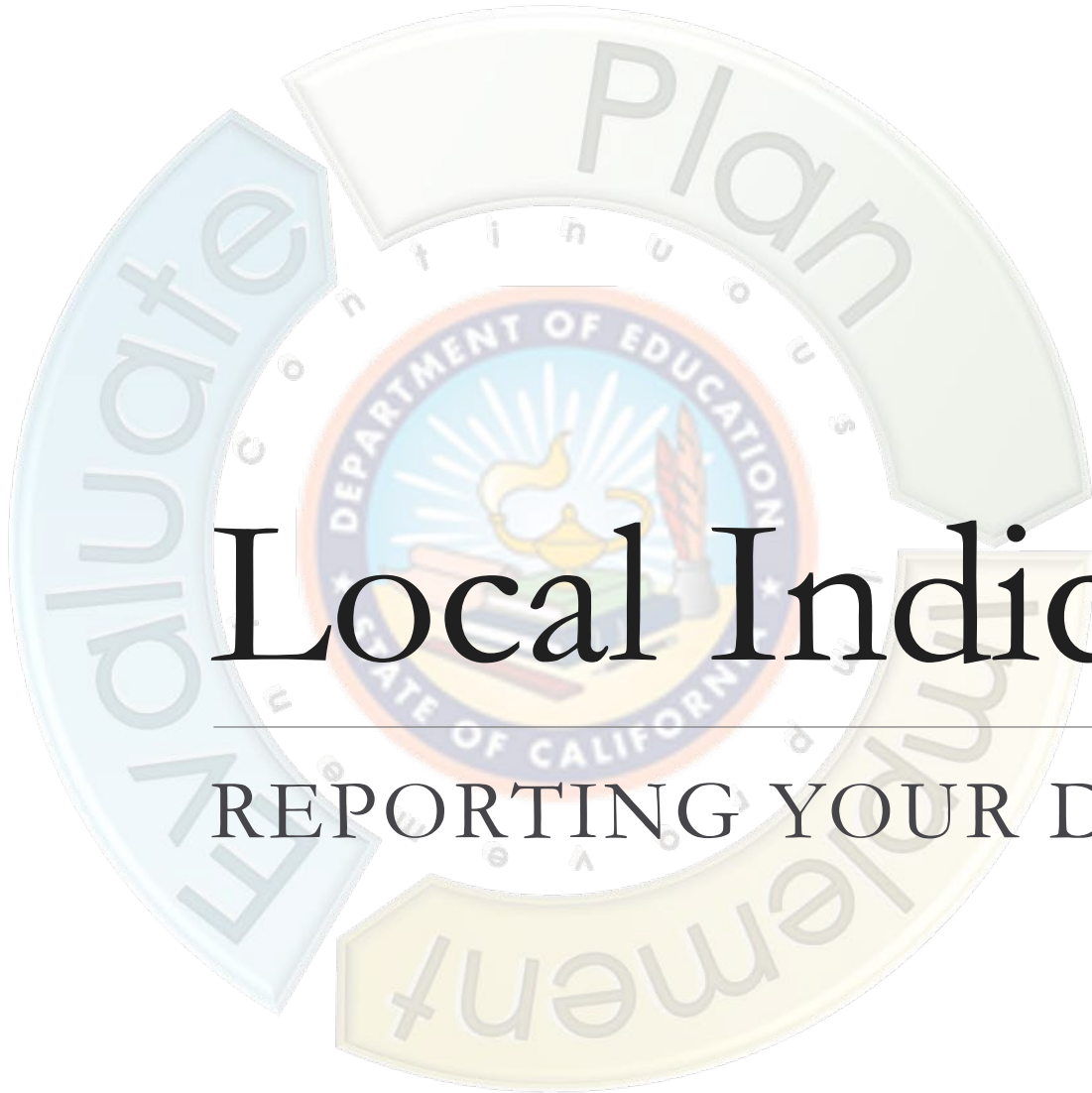
# Local Indicators

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Local indicators apply only to LEAs which are defined by LCFF as:

- School districts
- County offices of education
- Charter schools
  - Local indicators apply to charter schools only if the underlying charter petition includes goals for that priority and indicator.

\*Local indicators *do not* apply to individual schools.



# Local Indicators

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REPORTING YOUR DATA



# Performance Standards

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The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. The approved standards require the LEA to:

- Annually measure its progress.
- Report the results at a **regularly scheduled public meeting** of the local governing board.
- Upload and publicly report the results through the Dashboard.



# Performance Standards

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- Functionality for uploading information to the local indicators is not yet operational.
- Additional communications and instructions will be available when this functionality is deployed, tentatively scheduled for April, 2017.



# Performance Levels

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The three performance levels for the local indicators are:

- Met
- Not Met
- Not Met for Two or More Years

Please note: The functionality for uploading information to the local indicator is not yet operational. Additional communication and instructions will be available when the ability to upload information becomes functional. Anticipated date is April, 2017.



# Priority 1: Basics

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## Measure Progress

- Use locally available information, including data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:
  - Teacher misassignments
  - Student access to instructional material
  - Conditions of school facilities



# Priority 1: Basics

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## Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Upload and publicly report the results through the Dashboard
  - In the future, for the districts using the CDE SARC template, data will automatically be incorporated into the Dashboard. Districts using a third party to prepare their SARC will need to manually submit the data.

# Priority 2: Implementation of State Academic Standards

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## Measure Progress

### Option 1 - Narrative Summary

- Identify the locally selected measures or tools used to track progress.
- Briefly describe why the LEA chose the selected measures or tools.
- Summarize the LEA's progress in implementing state academic standards adopted by the SBE



# Priority 2: Implementation of State Academic Standards

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Measure Progress (continued)

## Option 2 - Reflection Tool

Complete the optional self-reflection tool included in the Dashboard

## Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Upload and publicly report the results through the Dashboard



# Priority 3: Parent Engagement

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## Measure Progress

### Option 1 - Survey

LEA annually administers a local survey to parents/guardians in at least one grade within each grade span the LEA serves, summarizes key findings related to:

- Parents/guardians input for school and district decision making;
- Promoting parental participation in programs;
- Why the LEA chose the selected survey and if the findings relate to the goals established for other LCFF priorities in the LCAP.



# Priority 3: Parent Engagement

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Measure Progress (continued)

## Option 2 - Summarize

- The LEA's progress on at least one measure relating to seeking input from parents/guardians in school and district decision making
- The LEA's progress on at least one measure related to promoting parental participation in programs; and
- Why the LEA chose the selected measures and whether the findings relate to goals established for other LCFF priorities in the LCAP



# Priority 3: Parent Engagement

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## Report Results

- Report the results at a regularly scheduled public meeting of the local governing board
- Upload and publicly report the results through the Dashboard



# Priority 6: School Climate

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## Measure Progress

- Based on the administration of a local climate survey, provide a narrative summary and analysis of student perceptions of school safety and connectedness

## Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Upload and publicly report the results through the Dashboard

# Priority 9: Coordination of Services for Expelled Youth\*

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## Measuring progress

Use the self-assessment tool included in the Dashboard to determine progress

## Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Upload and publicly report the results through the Dashboard

\*For COEs only

# Priority 10: Coordination of Services for Foster Youth\*

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## Measuring progress

Use the self-assessment tool included in the Dashboard to determine progress

## Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Upload and publicly report the results through the Dashboard

\*For COEs only



# Important Dates

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## Spring of 2017

- Dashboard Public Launch: March 15, 2017, 10:30 a.m.
- Dashboard Web site: <https://www.caschooldashboard.org/>
- Dashboard Field Testing
- No deadline to report local indicator information
  - If the LEA completes the self-reflection tool and otherwise meets the performance standard for a local indicator, the Dashboard will show as **Data Reported**.
  - If the LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show as **Not Applicable (N/A)**.
  - LEA's are encouraged to begin uploading their local indicator information into the Dashboard.



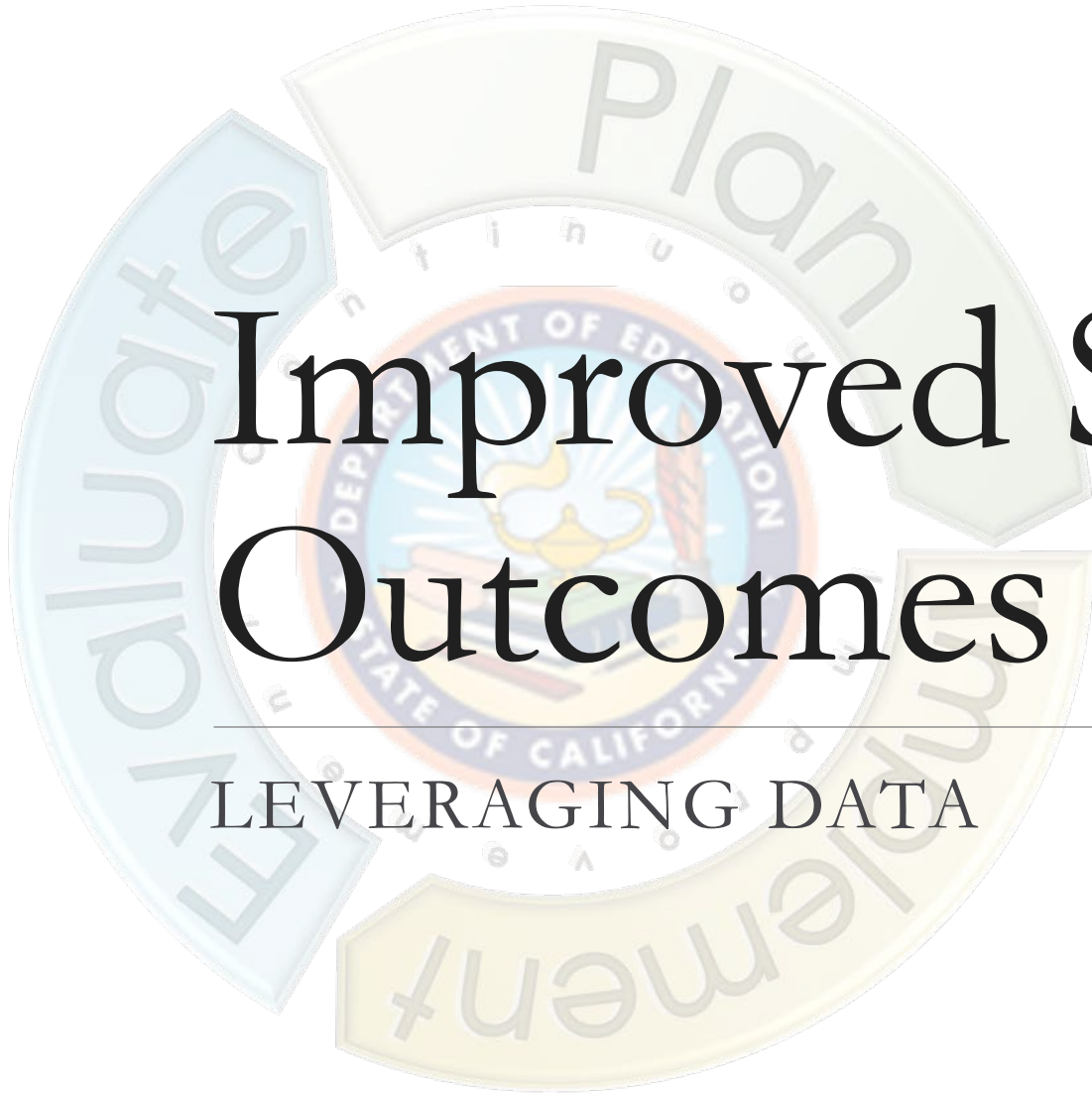


# Important Dates

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## Fall 2017

- Dashboard Implementation
- Local indicator information must be reported in the Dashboard by a specified date that will be determined at a later date.



# Improved Student Outcomes

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LEVERAGING DATA



# Improved Student Outcomes

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The LCAP, Dashboard, Self Assessment Tools, and Statements of Model Practices are tools to support LEAs in planning services/activities that address the needs of their student population and that lead to improved student outcomes.



# Improved Student Outcomes

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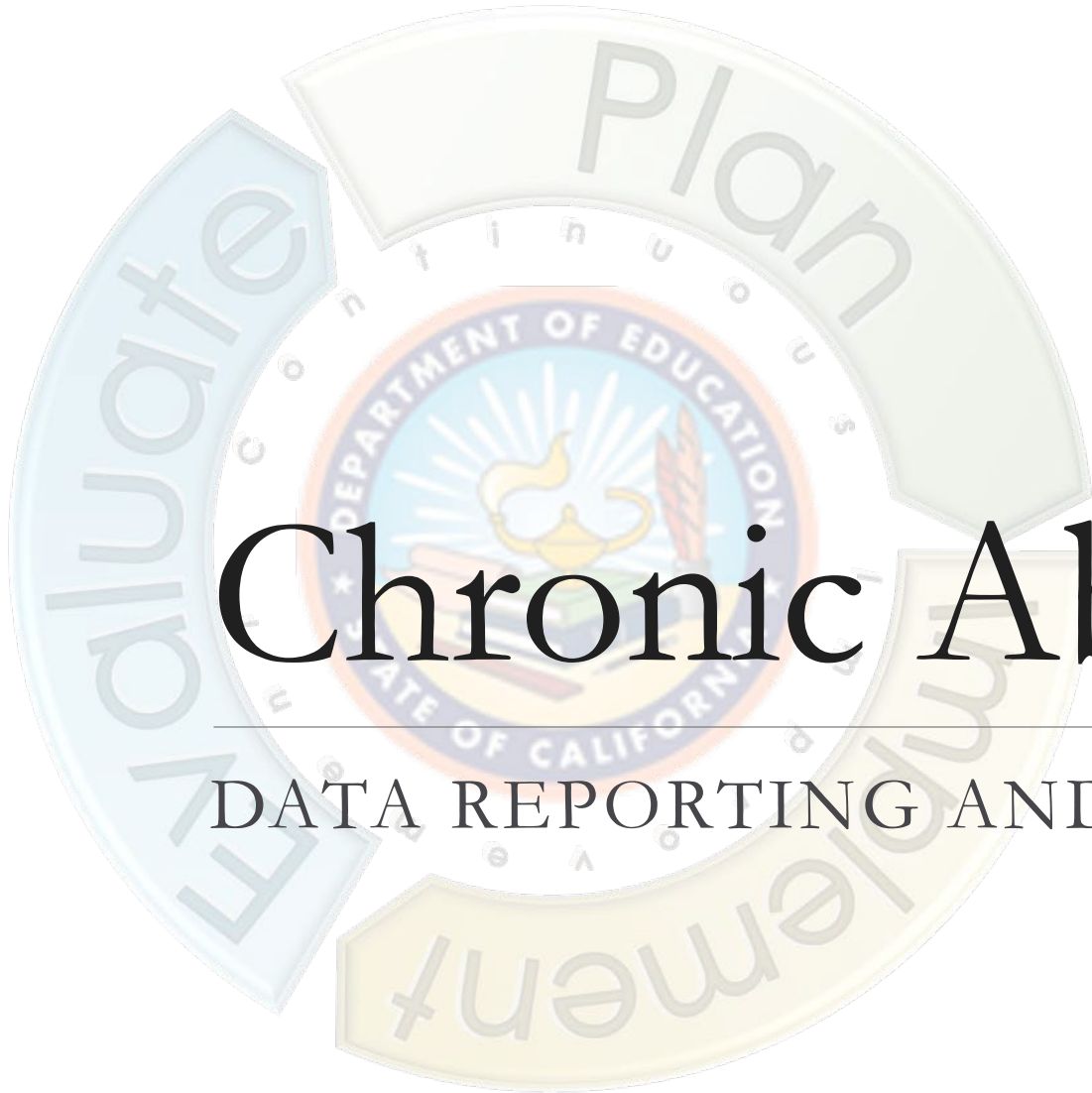
- To appropriately assess the local needs, LEAs utilize the available tools, including the local indicator information.
- The collection and reflection of locally available information that is relevant to progress regarding local priority areas will support LEAs in local planning and improvement efforts.

# LCAP and Specific Ties to the Dashboard

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- Plan Summary
  - Greatest Progress
  - Greatest Needs
  - Performance Gaps
- Annual Update
  - Analysis
- Goals, Actions, and Services
  - Identified Need



# Chronic Absenteeism

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DATA REPORTING AND REPORTING IN THE LCAP

# Chronic Absenteeism and the Dashboards

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At the September 2016 SBE meeting, the SBE adopted chronic absenteeism as a state indicator.

Chronic absenteeism data will be collected through CALPADS for the first time at the end of the 2016-17 school year.

As state-level data for chronic absenteeism is not yet available, the 2017 fall California School Dashboard will not display a performance level.



# Chronic Absenteeism and CALPADS

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- As part of the End Of Year 3 CALPADS submission LEAs will certify an aggregate report along with a supporting student level report. LEAs will need to pay close attention to these reports and make corrections within the allotted submission window (May 15-July 31).
- Once the data is posted for preview there will be no opportunity to correct the data.





# Chronic Absenteeism and CALPADS

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An update on the progress of the indicator and a potential timeline for inclusion in the Dashboard will be provided to the SBE at the September 2017 SBE meeting.



# Chronic Absenteeism and the LCAP

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For the LCAP, chronic absenteeism rates should be calculated using the formula specified in Appendix A of the LCAP Template.

the number of students who are chronically absent

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an unduplicated count of the number of  
students enrolled during the academic year

=

the chronic absenteeism rate



# “Chronic Absentee” Explained

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the number of days a pupil is absent

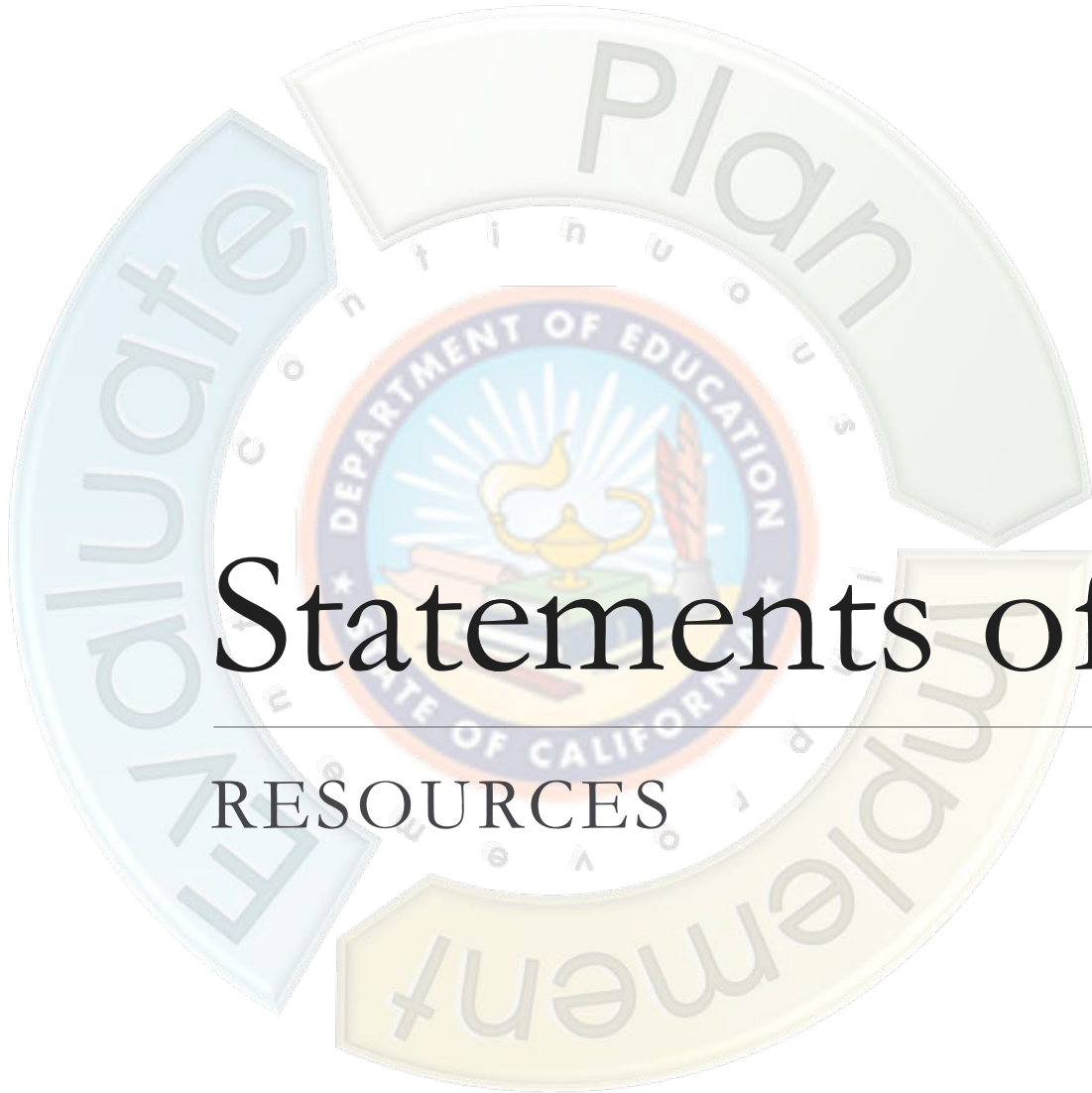
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the total number of days a pupil is enrolled in a regularly taught school day of the district, excluding Saturdays and Sundays

=

the absentee percentage

If the absentee percentage is ten percent or more, the student is chronically absent



# Statements of Model Practices

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RESOURCES



# Statements of Model Practices

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- A Statement of Model Practices for each of the 10 state priorities
- Additionally:
  - Statement of Model Practices for Stakeholder Engagement
  - Statement of Model Practices for Continuous Improvement



# Statements of Model Practices

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The California Department of Education has gathered feedback through:

- A Stakeholder Input Session held January 31<sup>st</sup> at the Sacramento County Office of Education
- Ongoing meetings with the CISC Accountability Subcommittee
- A statewide Statement Survey conducted from February 1 to 24, 2017



# Statements of Model Practices

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## Areas of Development Based on Stakeholder Input

- Common Structure
- Systems Approach
- Aligned to Indicators



# Statements of Model Practices - Layout

Title	<p style="text-align: center;"><b>Statement of Model Practice</b> <b>Priority 5: Pupil Engagement</b></p>
Summary	<p><b>Summary</b></p> <p>All students should have equal access to engaging in educational instruction, but many students face multiple barriers to regular attendance, which reduces their opportunity to</p>
Desired Results	<p><b>Desired Results</b></p> <p>Barriers to regular school attendance, including mental health, chronic illness, and transportation barriers should be eliminated or reduced. The best indicator of barriers to</p>
Model Practices	<p><b>Model Practices:</b></p> <p>Model practices may include, but are not limited to, the following:</p> <ul style="list-style-type: none"><li>• The district provides all schools with regular access to easy to understand attendance reports showing levels of chronic absence by school, grade, student</li></ul>



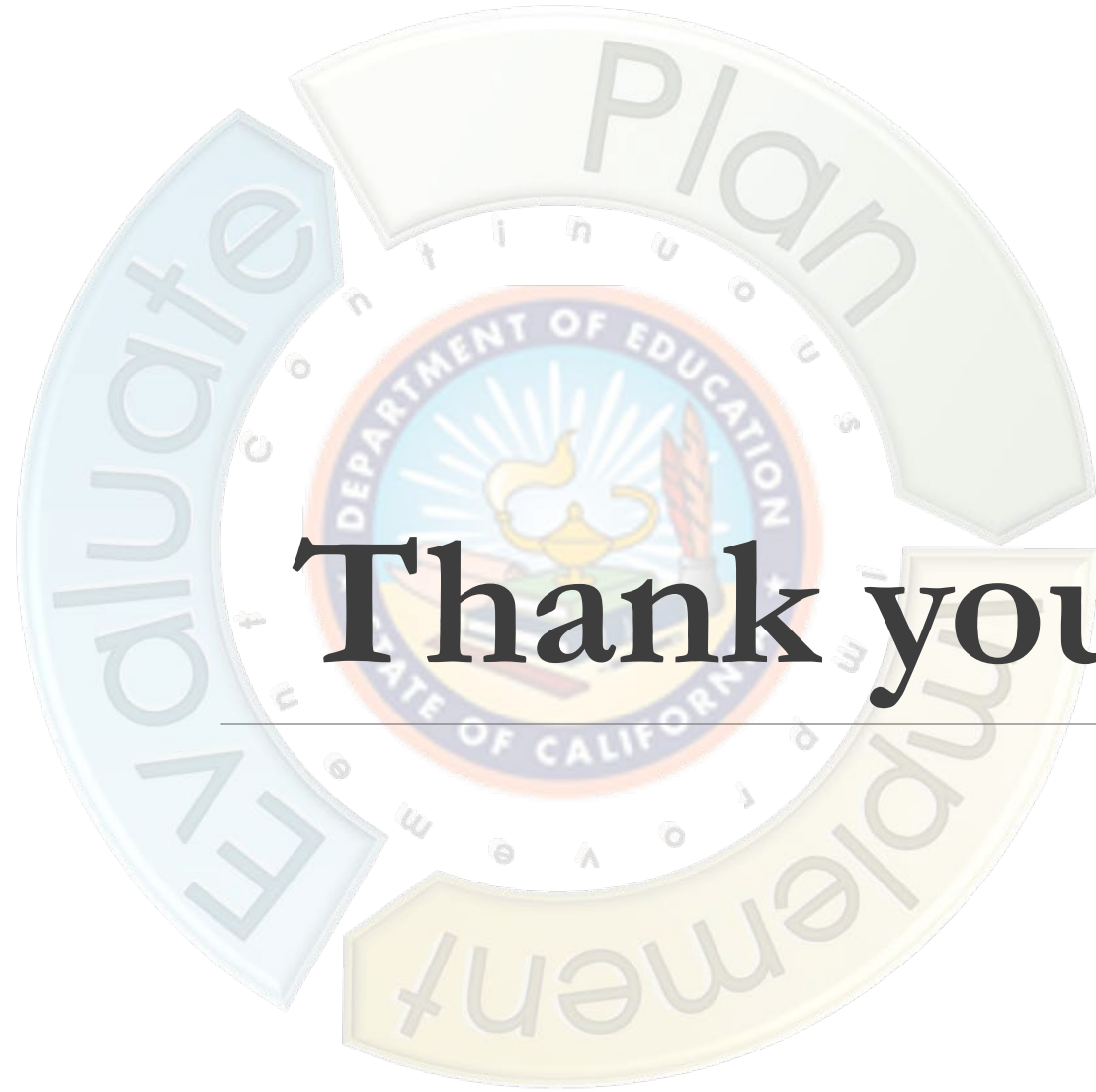


# Questions or Comments?

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Please contact  
Local Agency Systems Support Office  
[LCFF@cde.ca.gov](mailto:LCFF@cde.ca.gov)  
916-323-LCFF (5233)



**Thank you for attending!**

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