Local Indicators Overview

AUGUST 2018
Integrated Planning Support Team
California Department of Education
Schedule of Tuesdays at 2 Webinars

- September 4, 2018 – Priority 7
- September 11, 2018 – Priority 1
- September 18, 2018 – Priority 3
- September 25, 2018 – Priority 2
- October 2, 2018 – Priority 6
Goals

• Understand the **background** related to the development of the local indicators

• Understand the **general requirements** for the local indicators

• Understand how to incorporate results from the **local indicators** into the LCAP and the LCAP development process
Background

The Need for Local Indicators
Definition: Local Indicator

For Local Control Funding Formula (LCFF) priorities where data is not collected at the state level, an LEA will measure and report its progress through the Dashboard based on locally collected data.
Why Local Indicators?

• Reflects the emphasis on ‘local control’
• Helps to create a seamless accountability process throughout state and local levels
• Important for the local community to understand the holistic picture of an LEA’s progress
## Indicators by Priority Areas

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

<table>
<thead>
<tr>
<th>Priority Area</th>
<th>State Indicator</th>
<th>Local Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Services or Basic Conditions at schools (Priority 1)</td>
<td>Not Applicable (NA)</td>
<td>Basic Conditions at School</td>
</tr>
<tr>
<td>Implementation of State Academic Standards (Priority 2)</td>
<td>NA</td>
<td>Implementation of State Academic Standards</td>
</tr>
<tr>
<td>Parental Engagement (Priority 3)</td>
<td>NA</td>
<td>Parent Engagement</td>
</tr>
<tr>
<td>Student Achievement (Priority 4)</td>
<td>Academic Indicator</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>English Learner Indicator</td>
<td></td>
</tr>
<tr>
<td>Student Engagement (Priority 5)</td>
<td>Chronic Absence Indicator</td>
<td>NA</td>
</tr>
<tr>
<td></td>
<td>Graduation Rate Indicator</td>
<td></td>
</tr>
<tr>
<td>School Climate (Priority 6)</td>
<td>Suspension Rate Indicator</td>
<td>Local Climate Survey</td>
</tr>
<tr>
<td>Access to a Broad Course of Study (Priority 7)</td>
<td>College/Career Indicator</td>
<td>Access to a Broad Course of Study</td>
</tr>
<tr>
<td>Outcomes in a Broad Course of Study (Priority 8)</td>
<td>College/Career Indicator</td>
<td>NA</td>
</tr>
<tr>
<td>Coordination of Services for Expelled Students (Priority 9)</td>
<td>NA</td>
<td>Coordination of Services for Expelled Students**</td>
</tr>
<tr>
<td>Coordination of Services for Foster Youth (Priority 10)</td>
<td>NA</td>
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</tr>
</tbody>
</table>

** County offices of education only
## Local Indicators in the Dashboard

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<tr>
<td>Priority 1: Basic Conditions at School</td>
</tr>
<tr>
<td>Priority 2: Implementation of State Academic Standards</td>
</tr>
<tr>
<td>Priority 3: Parent Engagement</td>
</tr>
<tr>
<td>Priority 6: Local Climate Survey</td>
</tr>
<tr>
<td>Priority 7: Access to a Broad Course of Study</td>
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<td>Priority 9: Coordination of Services for Expelled Students**</td>
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** County offices of education only
The Dashboard Informs the Development of the LCAP

The Dashboard
Identifies an LEAs areas of strength and areas of need

Local Data
Provides an LEA with additional data to inform decision-making and planning

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

The Goal: Improved Student Outcomes
General Requirements
Performance Standards, Measuring, and Reporting
Applicability of Local Indicators

Local indicators apply to all LEAs, which are defined by LCFF statute as:

- School districts
- County offices of education
- Charter schools

Indicators, including local indicators, apply to charter schools for state accountability purposes only if the underlying charter petition includes goals for each of the related state priorities that apply to the grade levels served and the nature of the charter school program.

**Note:** Local indicators *do not* apply to individual schools.
Performance Standards

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

- **Annually** measure its progress.
- Report the results at a *regularly scheduled public meeting* of the local governing board.
- **Report** results to the public through the Dashboard.
Measuring Progress (1)

An LEA should review and use actions and local data from within the current or prior school year to respond to the appropriate self-reflection tool of the local indicator.
Measuring Progress (2)

- As a best practice, an LEA should consider collecting and reporting data that represents the LEA and its stakeholders. For example:
  - Including feedback from classified and certificated staff in reporting Local Climate Survey data.
  - Disaggregating data by schoolsite, grade level, and/or demographics, as applicable.
  - In addition, an LEA should consider gathering stakeholder feedback regarding the local indicator data prior to reporting to the local governing board.
Reporting to the Governing Board (1)

Prior to finalizing this information in the Dashboard, the information must be reported at an LEA’s regularly scheduled governing board meeting.

◦ The information presented to the governing board will be used to complete the self-reflection tool.

◦ Word format versions of the self-reflection tools for each local indicator are also available as part of the “Quick Reference Guide for California's New Accountability System” at https://www.cde.ca.gov/ta/ac/cm/documents/quickguidefall17.doc
Reporting to the Governing Board (2)

As a best practice for stakeholder engagement, an LEA is encouraged to provide the local indicator reports to the governing board as an agenda item for public comment rather than as a consent item on the agenda.
Reporting in the Dashboard (1)

If an LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the LEA should select “Met”.

- The superintendent or charter school administrator must designate a Dashboard Coordinator for their LEA to submit the information into the Dashboard Coordinator site.

The deadline for an LEA to submit results regarding its local indicators is **November 16, 2018 at 5 p.m.**
Reporting in the Dashboard (2)

• If an LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show as “Not Met” or “Not Met for Two or More Years”, as applicable.

• An LEA earning a performance level of “Not Met for Two or More Years” may be identified for differentiated assistance beginning in the 2018-19 school year.
Dashboard Reports for Local Indicators

Detailed information (i.e., narrative, survey responses, etc.) will be available in the Detailed Reports.

◦ For this reason, the narrative is limited to 3,000 characters (1,500 characters for the optional narrative box).

◦ As a best practice for stakeholder engagement, an LEA may consider providing links to additional information.
Additional Information

• Dashboard Coordinator Application: https://coordinator.caschooldashboard.org/#/application

• The Local Indicator Web Page: https://www.cde.ca.gov/ta/ac/cm/localindicators.asp
Questions or Comments?

Please contact
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LCFF@cde.ca.gov
916-319-0809