

Local Indicators

Basic Conditions

SEPTEMBER 11, 2018

Integrated Planning Support Team
California Department of Education



Schedule of Tuesdays at 2 Webinars

- August 28, 2018 – General Overview
- 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

Today's Goals

- Review general **background**
- Understand the **requirements**
- How to incorporate results into the LCAP

Previously

On Tuesdays at 2

Using the Dashboard

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

Dashboard Coordinator Application:

<https://coordinator.caschooldashboard.org/#/application>

The deadline for an LEA to submit results regarding its local indicators is **November 16, 2018 at 5 p.m.**

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>
 - Prior Tuesdays at 2 presentations are on the Local Indicator web page

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.

Local Indicators in the Dashboard

Local Indicators
Priority 1: Basic Conditions at School
Priority 2: Implementation of State Academic Standards
Priority 3: Parent Engagement
Priority 6: Local Climate Survey
Priority 7: Access to a Broad Course of Study
Priority 9: Coordination of Services for Expelled Students**
Priority 10: Coordination of Services for Foster Youth**

** County offices of education only

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.

Reporting to the Governing Board

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”.

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.

Local Indicator for Priority 1

APPROPRIATELY ASSIGNED TEACHERS, ACCESS TO
CURRICULUM-ALIGNED INSTRUCTIONAL MATERIALS, AND
SAFE, CLEAN AND FUNCTIONAL SCHOOL FACILITIES

The Standard (1)

For Basic Conditions, the LEA uses locally available information to measure progress in three areas:

- Appropriately Assigned Teachers
- Access to Curriculum-Aligned Instructional Materials
- Safe, Clean and Functional School Facilities

The Standard (2)

An LEA annually measures its progress in meeting the Williams settlement requirements at 100 percent at all of its school sites, and promptly addresses any complaints or other deficiencies identified throughout the academic year.

The Self-Reflection Tool (1)

LEAs will use the self-reflection tool to report results in the Dashboard.

The self-reflection tools are designed to:

1. Support LEAs in measuring their progress on the local performance indicators, and
2. Are also embedded in the web-based Dashboard system, which will assist LEAs in reporting the results to their local governing boards and to the public and stakeholders.

The Self-Reflection Tool (2)

LEAs will provide:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Priority 1

Dashboard Self-Reflection Tool



Welcome, TEST School!

Home

Optional Narrative

Help Desk

Logout

Priorities

Priority 1 ✓

Priority 2

Priority 3

Priority 6

Priority 9 ✓

Priority 10

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (Priority 1)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; and provides information annually on progress meeting this standard to its local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

Criteria:
Please assess the county office of education performance on meeting the standard by designating the following: *

Met

Not Met

Not Met For Two or More Years

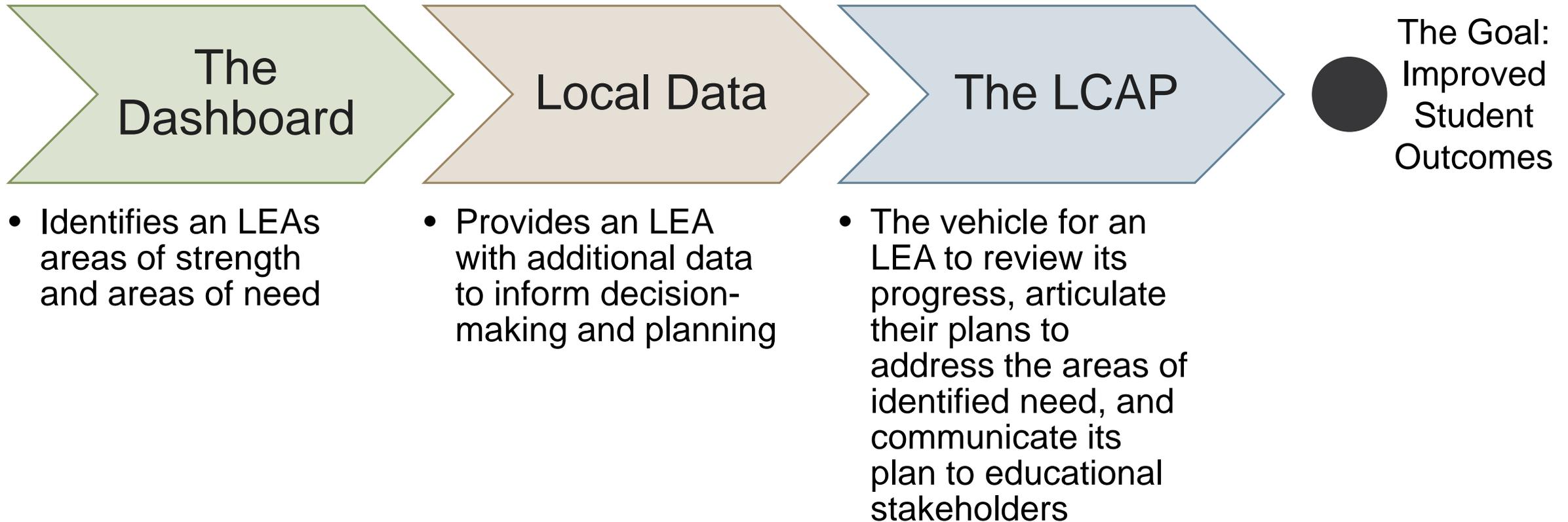
Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities.

Text limit is 300 words

Informing LCAP Development

Using Local Indicator Data to Inform Planning

The Dashboard Informs the Development of the LCAP



Appropriately Assigned Teachers

- California *Education Code (EC)* Section 52060(d)(1)
 - The degree to which teachers are appropriately assigned and fully credentialed in the subject areas, and, for the pupils they are teaching is a state priority
- ESSA 1112(b)(2)
 - Requires LEAs to describe how they will identify and address any disparities that result in low-income and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers
- Resources
 - Educator Equity: LCAP Addendum Criteria & Guidance: <https://www.cde.ca.gov/pd/ee/edequitylcapaddendum.asp>
 - Promoting Equitable Access to Teachers (PEAT) Resource: www.cde.ca.gov/pd/ee/peat.asp

Standards-aligned Instructional Materials

- *EC 52060(d)(1)*
 - The degree to which every pupil has sufficient access to the standards-aligned instructional materials
- Resources:
 - Instructional Materials Funding and Williams Case Frequently Asked Questions and Answers: www.cde.ca.gov/ci/cr/cf/imfrpfaq1.asp
 - California law and regulations
 - Content Standards and Curriculum Frameworks
 - Traditional and Electronic Materials
 - Local Adoption of Instructional Materials
 - Instructional Materials Funding/LCFF
 - Initial Receipt and Eventual Disposal of Instructional Materials
 - Sufficiency of Instructional Materials
 - Public Hearing for Sufficiency of Instructional Materials

Safe, Clean, and Functional School Facilities

- Schools use the Facility Inspection Tool (FIT) to ensure that all California school children have access to clean, safe, and functional school facilities.
- The FIT includes a School Facility Conditions Evaluation and this data is used to upload to the school facility section of the SARC.
- Use the documented correlations to justify continuing funding needs for Operations, Routine Preventative Maintenance, and Deferred Maintenance reserves in LCAP terms.

School Facilities Planning Tools

- Utilize the Coalition for Adequate School Housing (CASH) FIT Guidebook to help populate your Major Maintenance Plan for at least three years forward:
<http://www.cashnet.org/wp-content/uploads/2018/03/FIT-Guidebook-1.pdf>
- Good repair standards and the FIT are used to rank overall facility conditions. Intended as a visual inspection tool, fifteen components are evaluated as a part of the FIT.
<http://www.dgs.ca.gov/opsc/Programs/deferredmaintenanceprogram/goodrepairstandards.aspx>
- The California Department of Education provides summaries of school facilities research and a bibliography of resources for your community involvement efforts: <https://www.cde.ca.gov/ls/fa/re/>

Questions or Comments?

Please contact
Local Agency Systems
Support Office
LCFF@cde.ca.gov
916-319-0809

