

Local Indicators

SEPTEMBER 2018

Integrated Planning Support Team
California Department of Education



Schedule of Tuesdays at 2 Webinars

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

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.**

Goals

- Review the **background** related to the development of the local indicators
- Understand the **requirements** for the local indicator for priority 7
- Understand how to incorporate results from the self-reflection tool of the **local indicator for priority 7** 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.

Local Indicators in the Dashboard

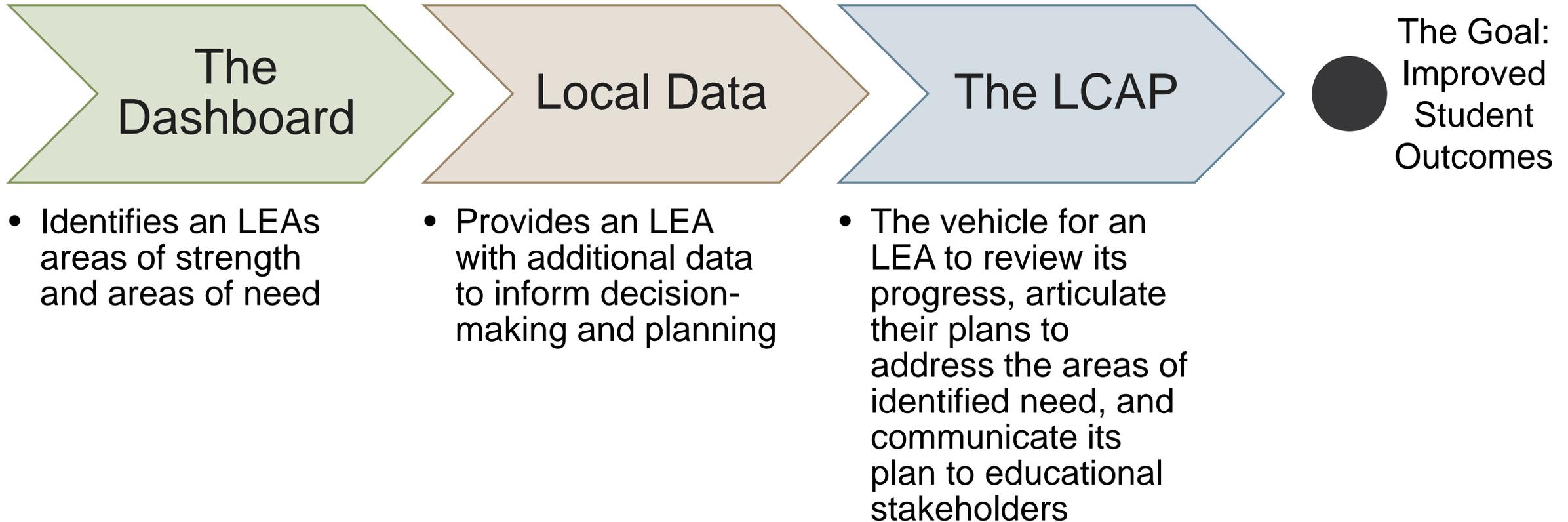
Local Indicators
Priority 1: Basic Conditions at School
Priority 2: Implementation of State Academic Standards
Priority 3: Parent Engagement
Priority 6: Local Climate Survey
Priority 7: Access to a Broad Course of Study
Priority 9: Coordination of Services for Expelled Students**
Priority 10: Coordination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

** County offices of education only

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

The Dashboard Informs the Development of the LCAP



General Requirements

Performance Standards, Measuring, and Reporting

Applicability of Local Indicators

Local indicators apply only to 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 LEAs 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.
- **Upload and publicly report** results through the Dashboard.

Measuring Progress

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.

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"

<http://www.cde.ca.gov/ta/ac/cm/documents/quickguidespring17.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”.

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.

Priority 7: Course Access

Specific Requirements for Priority 7

The Standard

Local educational agencies (LEAs) annually measure their progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study...including the programs and services developed and provided to unduplicated students and individuals with exceptional needs

California *Education Code* (EC) 51210- Course of study for grades 1-6

- English
- Mathematics
- Social Sciences
- Science
- Visual and Performing Arts
- Health
- Physical Education
- Other studies that may be prescribed by the governing board

California *EC 51220(a)-(i)* – Course of Study for grades 7-12

- English
- Social Sciences
- Foreign Language
- Physical Education
- Science
- Mathematics
- Visual and Performing Arts
- Applied Arts
- Career Technical Education

Self-Assessment Tool

APPROACH FOR SELF-REFLECTION TOOL TO USE AS
EVIDENCE



ACCESS

access *noun* / ac-cess | 'æk, sɛs

the ability, right, or permission to approach, enter, speak with, or use; admittance:

access *verb* / ac-cess | 'æk, sɛs

to make contact with or gain access to;
be able to reach, approach, enter, use, etc.

Self-Reflection Tool (1)

Identifying the local measures

Summarizing Results

Identifying Barriers

Informing the Development of the LCAP

Self-Reflection Tool (2)

Prompt 1 of 4

How the LEA will assess itself:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served.

Self-Reflection Tool (3)

Summarize the results:

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study.

The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study.

Self-Reflection Tool (4)

Identify the Barriers

3. Given the results of the tool or locally selected measures, **identify the barriers** preventing the LEA from providing access to a broad course of study for all students.

Self-Reflection Tool (5)

Informing the Development of the LCAP

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students?

Informing LCAP Development

Using Local Indicator Data to Inform Planning

Considerations (1)

- Predict students' needs for a focused learning environment
 - Create optimal conditions for learning by supporting the non-academic needs of students
 - Equip all students to participate fully by alleviating barriers related to income, transportation, language, family/guardian engagement, special needs, and other locally identified factors.
- Provide language acquisition support for English learners to secure continuous progress for English proficiency

Considerations (2)

- Implement ongoing monitoring and support of reclassified English learners
- Increase enrollment in Career Technical Education (CTE) courses and CTE pathway completion
 - Student success comes from LEAs that continuously promotes access to strong and supportive CTE pathways

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

