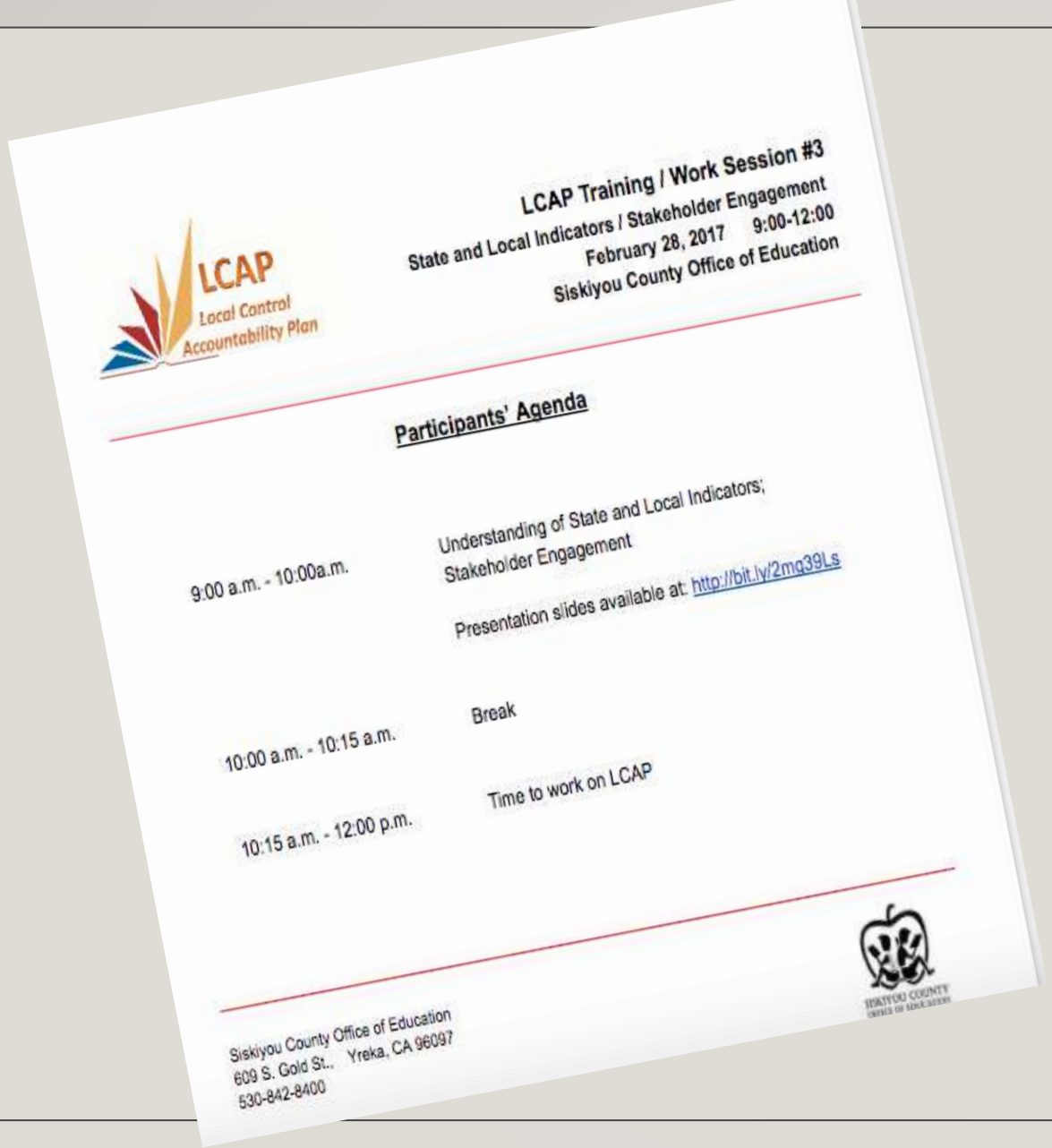
LCAPs and the DASHBOARD

Making the Connections

Presented by Leeanna Rizzo, Director of Federal and State Programs
Siskiyou County Office of Education

February 2017



LCAP Training / Work Session #3
State and Local Indicators / Stakeholder Engagement
February 28, 2017 9:00-12:00
Siskiyou County Office of Education

LCAP
Local Control Accountability Plan

Participants' Agenda

9:00 a.m. - 10:00a.m.	Understanding of State and Local Indicators; Stakeholder Engagement Presentation slides available at: http://bit.ly/2mg39Ls
10:00 a.m. - 10:15 a.m.	Break
10:15 a.m. - 12:00 p.m.	Time to work on LCAP

Siskiyou County Office of Education
609 S. Gold St., Yreka, CA 96097
530-842-8400

Today's agenda, presentation and all documents can be accessed at:

http://bit.ly/2mg39Ls

Dashboard Components

State Indicators

Local Indicators

State Priorities, State and Local Indicators

State Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator	
Priority 8	College/Career Indicator	

Reference Chart

- There is a unique 5x5 grid that combines **Status** and **Change**, which are equally valued in making an overall determination for a **Performance Category,** (represented by a color) for each indicator.

- The model will be applied to all LEAs, schools (except Alternative Schools), and significant student groups, (groups with 30 or more students).

Change is the difference between performance from the ***prior*** year and ***current*** year, or between the ***current*** year and a ***multi-year average*** - if available.

Status is based on the ***current*** year performance.

Gray	Blue	Blue	Blue	Blue
Orange	Yellow	Green	Green	Blue
Orange	Orange	Yellow	Green	Green
Red	Orange	Orange	Yellow	Yellow
Red	Red	Red	Red	Red

CCSESA

ACADEMIC INDICATORS

FINDING THE DISTANCE FROM LEVEL 3

DISTANCE FROM LEVEL 3 (STANDARD MET)

- ✓ Distance from level 3 -- measures how far (or the distance) each student is from the **lowest scaled score** for Smarter Balanced performance level 3 for their grade level.
- ✓ All students' scale scores are compared to the fixed point of the standard met/level 3 for his/her grade level.

DISTANCE FROM LEVEL 3 (STANDARD MET)

- ✓ Once all students' scores are compared to the fixed point on the scale (Level 3), the distance results would be averaged to produce a district or school-level average scale score and an average scale score for each student group.
- ✓ The results will show, on average, the needed improvement to bring the average scaled score to level 3 or the extent to which the average scaled score exceeds level 3.

English Language Arts/Literacy

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2114	2623	2114–2366	2367–2431	2432–2489	2490–2623
4	2131	2663	2131–2415	2416–2472	2473–2532	2533–2663
5	2201	2701	2201–2441	2442–2501	2502–2581	2582–2701
6	2210	2724	2210–2456	2457–2530	2531–2617	2618–2724
7	2258	2745	2258–2478	2479–2551	2552–2648	2649–2745
8	2288	2769	2288–2486	2487–2566	2567–2667	2668–2769
11	2299	2795	2299–2492	2493–2582	2583–2681	2682–2795

Mathematics

Grade	Minimum Scale Score	Maximum Scale Score	Achievement Level Scale Score Range for Standard Not Met	Achievement Level Scale Score Range for Standard Nearly Met	Achievement Level Scale Score Range for Standard Met	Achievement Level Scale Score Range for Standard Exceeded
3	2189	2621	2189–2380	2381–2435	2436–2500	2501–2621
4	2204	2659	2204–2410	2411–2484	2485–2548	2549–2659
5	2219	2700	2219–2454	2455–2527	2528–2578	2579–2700
6	2235	2748	2235–2472	2473–2551	2552–2609	2610–2748
7	2250	2778	2250–2483	2484–2566	2567–2634	2635–2778
8	2265	2802	2265–2503	2504–2585	2586–2652	2653–2802
11	2280	2862	2280–2542	2543–2627	2628–2717	2718–2862

District ELA Academic Indicator - Distance From Level 3

Change

Status

Distance From Level 3

Level	Declined Significantly by more than 15 points	Declined by 1 to 15 points	Maintained Declined by less than 1 point or Improved by less than 7 points	Increased by 7 to less than 20 points	Increased Significantly by 20 points or more
Very High 45 or more points above					
High 10 above to less than 45 points above					
Medium 5 below to less than 10 points above					
Low More than 5 below to 70 points below					
Very Low More than 70 points below					

District Math Academic Indicator - Distance From Level 3

Change

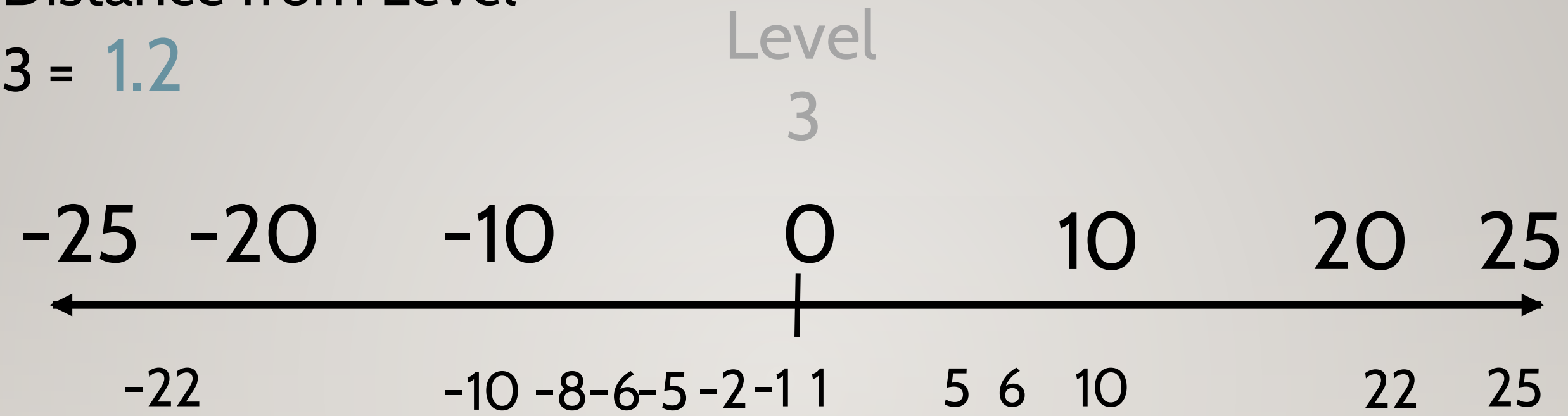
Status

Distance From 3

Level	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or Improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High 5 below to less than 35 points above					
Medium More than 5 points below to 25 points below					
Low More than 25 points below to 95 points below					
Very Low More than 95 points below					

Distance from Level

3 = 1.2



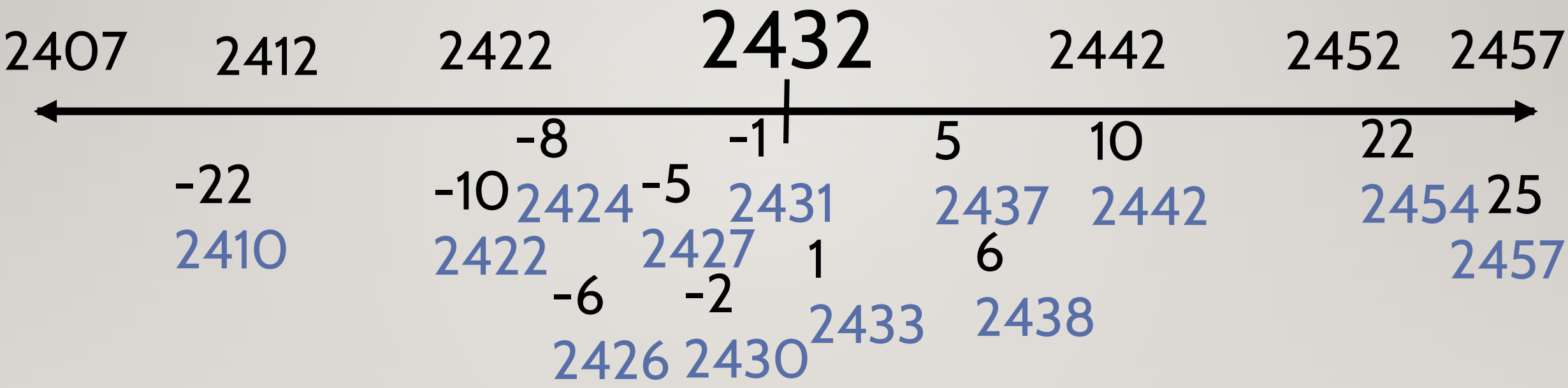
Average = 1.2

Third Grade ELA

Level 3 = 2432

Level

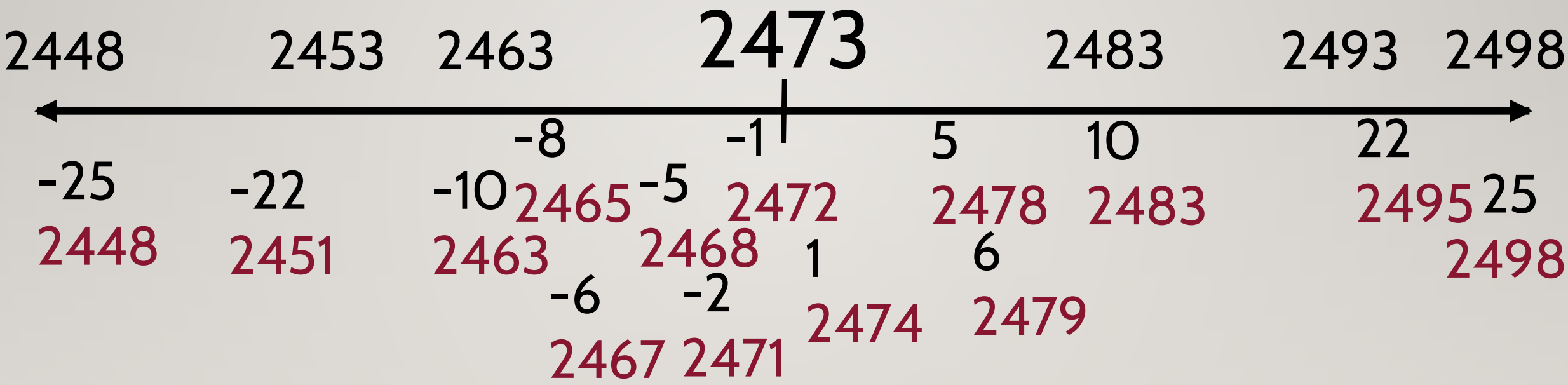
3

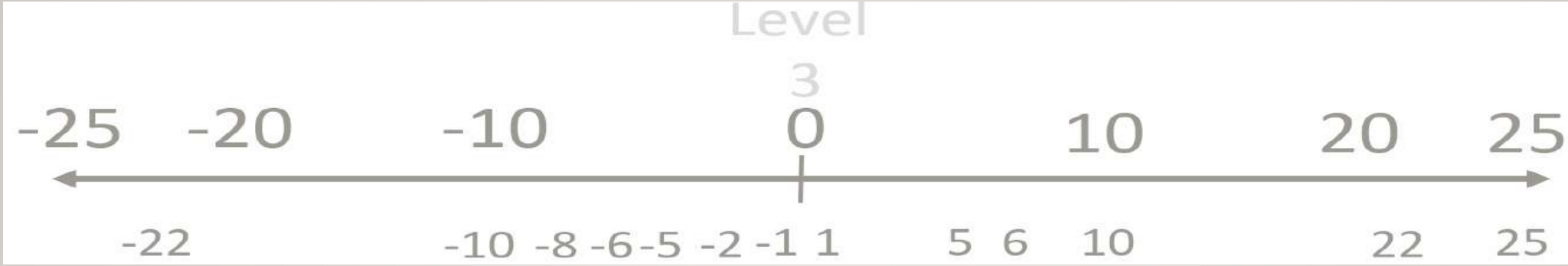


Fourth Grade ELA

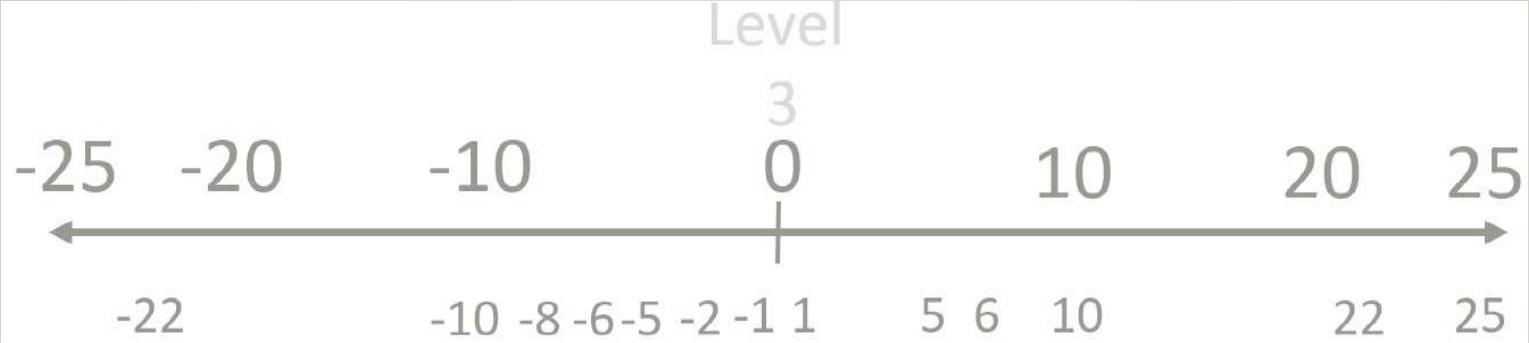
Level 3 = 2473

Level 3





- ✓ A calculation will be made for each grade level, 3-8, in the district or school, to determine each student's "Distance from Level 3" based on their grade level scale score for ELA or Math.
- ✓ All students' "distance from Level 3" (-22, 10, 5, etc.) are added together and divided by the number of students with scores and continuously enrolled since the first Wednesday in October for ELA or Math.
- ✓ The result is the district "Distance from Level 3" Status on the Academic Indicator.



- ✓ To find Change, compare “Status” for the current year to “Status” from the prior year. The difference is the “Change” for use on the 5x5 reference chart.
- ✓ The same process is used to determine the “Distance from Level 3” for a school.

Handout

Distance from Level 3

	2015 Math	2016 Math	Change
District 1	-51	-40	11
District 2	-23	-27	-4

*Find the placement on the 5x5 reference chart for each district.
*Which district's Status is closer to Level 3?
*Which district is Yellow?
*Which district is Orange?

District Math Academic Indicator

Change

Status

Level	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or Improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High 5 below to less than 35 points above					
Medium More than 5 points below to 25 points below					
Low More than 25 points below to 95 points below					
Very Low More than 95 points below					

Distance from Level 3

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*Find the placement on the 5x5 reference chart for each district.
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District Math Academic Indicator

Change

Status

Level	Declined Significantly by more than 10 points	Declined by 1 to 10 points	Maintained Declined by less than 1 point or Improved by less than 5 points	Increased by 5 to less than 15 points	Increased Significantly by 15 points or more
Very High 35 or more points above					
High 5 below to less than 35 points above					
Medium More than 5 points below to 25 points below					
Low More than 25 points below to 95 points below		District 2 Status -27 Change -4		District 1 Status -40 Change 11	
Very Low More than 95 points below					

EL STUDENT GROUP IN THE ACADEMIC INDICATOR

Table 1: Criteria for English Learners in the New Accountability System

State Indicator	Criteria
English Learner Progress	Current EL annual CELDT test takers (grades 1–12) plus students reclassified in the prior year
Academic	ELs (grades 3–8) plus students who have been RFEP for four years or less Note: (This is similar to the criteria used in the prior state and federal accountability systems.)
Graduation	Students with an EL status at any time in grades 9–12 (Same criteria since the initial release of the cohort graduation rate)
College/Career	Students with an EL status at any time in grades 9-12
Suspension (Note: Chronic Absenteeism will be added when data is available)	Current EL students (grades K–12)

ENGLISH LEARNER INDICATOR

EL Progress

Approved English Learner Indicator

- In September 2016, the SBE approved, the following measures for the ELI:
  - For EL proficiency: moving ELs up one proficiency level each year.
    - For accountability purposes only, divide the CELDT Intermediate level into: “Low” Intermediate and “High” Intermediate.
  - RFEP students from the prior year.

English Learner Indicator Model (Cont.)

- **Status:** Status is the percent of ELs that moved up a performance level plus prior year RFEP

- **Change**: Change is the difference in Status from current year to prior year:

Current Year Status Results minus
Prior Year Status Results

TOM TORLAKSON
State Superintendent
of Public Instruction

English Learner Indicator Calculation

Formula: *Current EL annual CELDT test takers (grades 1-12) + students reclassified in the prior year*

Example:

Step 1: Percent of annual CELDT test takers who advanced at least one performance level on the 2015 overall CELDT compared to the 2014 overall CELDT	210/250 = 84%
Step 2: Number of ELs who were reclassified in prior year (2013–14)	20 students
Step 3: Add reclassified students to Step 1 and calculate the rate.	230/270 = **85%**

English Learner Change
(Change in Percent Progressing Plus Reclassified Students)

English Learner Status
(Percent Progressing Plus Reclassified Students)

Level	Declined Significantly by more than 10%	Declined by 1.5% to 10%	Maintained Declined or improved by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 85% or more	Yellow	Green	Blue	Blue	Blue
High 75% to less than 85%	Orange	Yellow	Green	Green	Blue
Median 67% to less than 75%	Orange	Orange	Yellow	Green	Green
Low 60% to less than 67%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 60%	Red	Red	Red	Orange	Yellow

EL Indicator Example

Title III Accountability	15/16	14/15	13/14
Number of test takers	84	60	62
Number advancing 1 Proficiency Level	35	35	39
(Intermediate has been split into 2 levels for the ELI.)			
Number Reclassified	13	21	11
# of test takers + Number Reclassified in prior year	105	71	
# advancing 1 Proficiency Level + Number Reclassified in prior year	56	46	
Status for ELI	53.33%	64.78%	
Change for ELI	-11.45%		
Color for 15/16 ELI			

GRADUATION RATE INDICATOR

Graduation Rate Indicator

- Based on the four-year cohort graduation rates
- A graduation cohort is a group of high school students who could potentially graduate during a four-year time period (Grade 9 - 12).
- The formula to calculate the four-year graduation cohort is:

Number of students who earn a regular high school diploma by the end of 2014-15 cohort

divided by

Number of first-time grade nine students in 2011-12 plus students who transfer in, minus students who transfer out, emigrate, or die during school years 2011-12, 2012-13, 2013-14, and 2014-15.

Graduation Rates: Status

ESSA requires states to identify all high schools with a graduation rate below 67% to be identified for support and potential interventions - so all these will be "red"

Status Level	Graduation Rate Status Cut Points
Very Low	0-66.99%
Low	67-84.99%
Median	85-89.99%
High	90-94.99%
Very High	95% or greater

Graduation Rates: Change

"Change is the difference between the current four-year cohort graduation rate and a three-year average (e.g. 2011-12, 2012-13, and 2013-14)."

From: Aug. 25, 2016 Memo on Proposed Percentile Cut Scores for State Indicators

Change Level	Graduation Rate Change Cut Points
Declined Significantly	Decline of more than 5%
Declined	Decline of 1-5%
Maintained	Increased or declined by less than 1%
Increased	Increased by 1-4.99%
Increased Significantly	Increased by more than 5%

Graduation Change

Graduation Status	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
Very High 95% or more	Gray	Blue	Blue	Blue	Blue
High 90% to less than 95%	Orange	Yellow	Green	Green	Blue
Median 85% to less than 90%	Orange	Orange	Yellow	Green	Green
Low 67% to less than 85%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 67%	Red	Red	Red	Red	Red

Graduation Rate Indicator Calculation

Formula: *Students in the four-year graduation cohort with an EL status at any time in grades 9–12*

Example:

Step 1: Denominator: Number of ELs who were part of the graduation cohort (*Cohort* = First time 9th grade students plus students who transfer in, minus those who transfer out, emigrate, or die during the four years of high school)	320 ELs
Step 2: Numerator: Number of ELs who earned a regular high school diploma by the end of grade 12	280 ELs
Step 3: Calculate the rate	280/320 = **87.5%**

SUSPENSION RATE INDICATOR

Suspension Rate Calculation

Suspension rate data are currently collected through CALPADS. Calculations are based on the unduplicated number of students suspended in an academic year. The formula is:

$$\frac{\text{Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

Handout

Definition of Suspension

The suspension rates include only those disciplinary actions classified as Suspension (100) and In-School Suspension (110). The table below indicates all of the possible disciplinary actions (including those not included in our definition of suspensions).

CALPADS Definitions for School Discipline

Name	Coded #	Definition
Suspension	100	*Education Code* Section 48925(d) removal of a pupil from ongoing instruction for adjustment purposes. However, suspension does not mean any of the following: (1) Reassignment to another education program or class at the same school where the pupil will receive continuing instruction for the length of day prescribed by the governing board for pupils of the same grade level. (2) Referral to a certificated employee designated by the principal to advise pupils. (3) Removal from the class, but without reassignment to another class or program, for the remainder of the class period without sending the pupil to the principal or the principal's designee as provided in Section 48910. Removal from a particular class shall not occur more than once every five schooldays.
In-School Suspension	110	Determined and established by local districts as a supervised in-school suspension classroom for students who are suspended and do not pose an imminent danger or threat or have not been recommended for expulsion as provided in Education Code Section 48911.1.
Expulsion	200	*Education Code* Section 48925(b) removal of a pupil from (1) the immediate supervision and control, or (2) the general supervision, of school personnel, as those terms are used in (*Education Code*) Section 46300.
No Suspension or Expulsion	300	An individual was involved with a specific incident but was disciplined with an action other than suspension or expulsion (including no disciplinary action at all).

Definition of Suspension

EDUCATION CODE 48911.1.

ARTICLE 1. Suspension or Expulsion [48900 - 48927]
(Article 1 repealed and added by Stats. 1983, Ch. 498, Sec. 91)

(a)A pupil suspended from a school for any of the reasons enumerated in Sections 48900 and 48900.2 may be assigned, by the principal or the principal's designee, to a supervised suspension classroom for the entire period of suspension if the pupil poses no imminent danger or threat to the campus, pupils, or staff, or if an action to expel the pupil has not been initiated.

(b)Pupils assigned to a supervised suspension classroom shall be separated from other pupils at the schoolsite for the period of suspension in a separate classroom, building, or site for pupils under suspension.

(c)School districts may continue to claim apportionments for each pupil assigned to and attending a supervised suspension classroom provided as follows:

(1)The supervised suspension classroom is staffed as otherwise provided by law.

(2) Each pupil has access to appropriate counseling services.

(3)The supervised suspension classroom promotes completion of schoolwork and tests missed by the pupil during the suspension.

(4)Each pupil is responsible for contacting his or her teacher or teachers to receive assignments to be completed while the pupil is assigned to the supervised suspension classroom. The teacher shall provide all assignments and tests that the pupil will miss while suspended. If no classroom work is assigned, the person supervising the suspension classroom shall assign schoolwork.

(d)At the time a pupil is assigned to a supervised suspension classroom, a school employee shall notify, in person or by telephone, the pupil's parent or guardian. Whenever a pupil is assigned to a supervised suspension classroom for longer than one class period, a school employee shall notify, in writing, the pupil's parent or guardian.

(e)This section does not place any limitation on a school district's ability to transfer a pupil to an opportunity school or class or a continuation education school or class.

(f)Apportionments claimed by a school district for pupils assigned to supervised suspension shall be used specifically to mitigate the cost of implementing this section.

Status vs. Change

- The **Status** is the current year suspension rate.
- The **Change** is the difference between the current year suspension rate and the prior year suspension rate.

Cut Points for Suspension Rate

- Due to the significant differences in cut points among school types, and to provide fair comparisons, cut points were set based on the school type (elementary, middle, and high)
- School type is determined by:
  - A school's grade span (e.g., a K-8 school is classified as elementary), or
  - Enrollment for schools with non-traditional grade spans (e.g., K-12; 7-12)

Cut Points for Suspension Rate

- There are six 5x5 reference charts for suspension
- One for each school type and one for each LEA type

Suspension Rate

2014-15 - 9.1%

2013-14 - 5.5%

Change 3.6%

Level	**Increased Significantly** Increased more than 2%	**Increased** Increased by 0.3%-2%	**Maintained** Increased or declined by less than 0.3%	**Declined** Declined by 0.3%-2%	**Declined Significantly** Declined by 2% or more
Very Low 0.5% or less	Gray	Green	Blue	Blue	Blue
Low 0.5%-1.5%	Orange	Yellow	Green	Green	Blue
Median 1.5%-3%	Orange	Orange	Yellow	Green	Green
High 3%-6%	Red	Orange	Orange	Yellow	Yellow
Very High Greater than 6%	Red	Red	Red	Orange	Yellow

West Chavez Unified School District

Enrollment: 2,500 students **Socioeconomically Disadvantaged:** 87% **English Learners:** 76%

Foster Youth: N/A **Grade span:** K-12 **Charter School:** N

Year: Data 2015-16

The equity report provides the color coded rating for all students on all state indicators and identifies the total number of student groups relative to the number of student groups in red/orange. The equity report also provides the rating for each local indicator.

Performance Levels: Blue (Highest) Green Yellow Orange Red (Lowest)

Equity Report | All Student Performance Report | Status/Change Report | Indicator Cluster Report

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate		11	3
English Learner Progress		1	0
Graduation Rate		8	7
College/Career	N/A	N/A	N/A
English Language Arts Assessment		5	1
Mathematics Assessment		5	4

This LEA would have a “red” for Suspension Rate

COLLEGE/CAREER INDICATOR

College/Career Measures

- The CCI Model currently contains the following measures:
  - Advanced Placement (AP) exam results
  - Early Assessment Program (EAP) results for ELA and mathematics
  - a-g completion
  - Career Technical Education (CTE) pathway completion

College/Career Measures (Cont.)

- The following measures will be added for the release in 2017–18
  - International Baccalaureate (IB)
  - Dual Enrollment
- Potential Future Measures:
  - State Seal of Biliteracy
  - Golden State Seal Merit Diploma
  - IB Career–related Program
  - Articulated CTE Pathway

Handout

College/Career Indicator Model

All students in the four-year graduation cohort minus students who take the California Alternate Assessment.

WELL PREPARED – To Be Determined

The College/Career Indicator (CCI) measures for "Well Prepared" will be determined following further review of potential state and local CCI measures as statewide data becomes available.[1] California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.

PREPARED – Does the graduate meet at least 1 measure below?

Student must obtain High School Diploma and any one of the following:

- Passing Score on two Advanced Placement (AP) or International Baccalaureate (IB) exams
- Completion of two semesters or three quarters of Dual Enrollment with passing grade
- Level 3 "Standard Met" on both ELA and Math Smarter Balanced Summative Assessment
- a-g completion + Passing score on one AP or IB exam
- a-g completion + One semester or two quarters of Dual Enrollment with passing grade
- a-g completion + At least one level 3 & one level 2 on Smarter Balanced Summative Assessment
- **a-g completion + CTE Pathway completion**
- CTE Pathway + At least one level 3 & one level 2 on Smarter Balanced Summative Assessment
- CTE Pathway + One semester or two quarters of Dual Enrollment with passing grade

APPROACHING PREPARED – Does the graduate meet at least 1 measure below?

Student must obtain High School Diploma and any one of the following:

- Completion of one semester or two quarters of Dual Enrollment with passing grade
- Level 2 "Standard Nearly Met" on one or both ELA and Math Smarter Balanced Summative Assessments
- **a-g Completion**
- **Career Technical Education (CTE) Pathway Completion**

NOT PREPARED

Student did not meet any measures above or did not graduate, so considered NOT PREPARED

[1] **Future Local and State College/Career Measures**

Note: The following measures will be explored as statewide data becomes available:

- Articulated CTE Pathway
- Work Experience/Career Internship
- AP/IB Career Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

Further Exploration on the following:

- Course Information
- Industry Certificate
- Additional career related data elements (e.g., Career Pathways Trust and CTE Incentive Grant)
- Pilot career ready assessments (i.e., National Occupational Competency Testing Institute)

Handout

College/Career Indicator Model

All students in the four-year graduation cohort minus students who take the California Alternate Assessment.

WELL PREPARED – To Be Determined

The College/Career Indicator (CCI) measures for "Well Prepared" will be determined following further review of potential state and local CCI measures as statewide data becomes available.[1] California Department of Education staff, with input from education researchers, practitioners, and stakeholders, will evaluate the CCI model through the first phase of the Local Control Funding Formula evaluation rubrics and will propose a revised CCI model for implementation in 2017–18.

PREPARED

Does the graduate meet at least 1 measure below?

A. Career Technical Education (CTE) Pathway Completion **plus one** of the following criteria:
   - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on English language arts/literacy (ELA) or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
   - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

B. At least a Level 3 "Standard Met" on both ELA and Mathematics on Smarter Balanced Summative Assessments

C. Completion of two semesters/three quarters of Dual Enrollment with a passing grade (Academic and/or CTE subjects)

D. Passing Score on two Advanced Placement (AP) Exams or two International Baccalaureate (IB) Exams

E. Completion of courses that meet the University of California (UC) a-g criteria **plus one** of the following criteria:
   - CTE Pathway completion
   - Smarter Balanced Summative Assessments: At least a Level 3 "Standard Met" on ELA or Mathematics and at least a Level 2 "Standard Nearly Met" in the other subject area
   - One semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)
   - Passing score on one AP Exam **OR** on one IB Exam

APPROACHING PREPARED **Does the graduate meet at least 1 measure below?**
A. CTE Pathway completion B. Scored at least Level 2 "Standard Nearly Met" on one or both ELA and Mathematics Smarter Balanced Summative Assessments C. Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects) D. Completion of courses that meet the UC a-g criteria
NOT PREPARED **Student did not meet any measures above, so considered NOT PREPARED**

[1]Future Local and State CCI Measures

Note: The following measures will be explored as statewide data becomes available:

- Articulated CTE Pathway
- Work Experience/Career Internship
- AP/IB Career Program
- State Seal of Biliteracy
- Golden State Seal Merit Diploma

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- Pilot career ready assessments (i.e., National Occupational Competency Testing Institute)

College/Career Indicator Status Cut Points

Status: The following table provides the proposed cut points for each status level:

Status Level	Status Cut Point
Very Low	CCI is less than 10%
Low	CCI is 10% to less than 25%
Median	CCI is 25% to less than 45%
High	CCI is 45% to less than 60%
Very High	CCI is 60% or greater

College/Career Indicator Change Cut Points

Change: The following table provides the proposed cut points for each change level:

Change Level	Change Cut Point
Declined Significantly	CCI declined by more than 10%
Declined	CCI declined 1.5% to 10%
Maintained	CCI declined or increased by less than 1.5%
Increased	CCI increased by 1.5% to less than 10%
Increased Significantly	CCI increased by 10% or more

Next Steps for the College/Career Indicator

- The SBE has directed the CDE to further develop the CCI to incorporate more career indicators and to add a "Well Prepared" performance level to the model. In addition, the SBE has directed the CDE to explore the use of course data in the CCI.

Next Steps for the College/Career Indicator (Cont.)

- In the meantime, the initial release of the Evaluation Rubrics will include the CCI as a local indicator. The CCI will be based on the 2013–14 four-year cohort graduation rate and will only reflect status.
- When the Evaluation Rubrics are released in 2017–18, the CCI will be reporting status only based on the 2015–16 cohort graduation rate.

Next Steps for the College/Career Indicator (Cont.)

- Full implementation of the CCI, Status and Change, will occur when the Evaluation Rubrics are released in 2018–19.

LOCAL INDICATORS

State Priorities, State and Local Indicators

State Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator	
Priority 8	College/Career Indicator	

LOCAL PERFORMANCE INDICATORS

- LEAs ***will evaluate progress*** on LCFF California Schools Dashboard local performance indicators ***using self assessments*** and/or a menu of ***local measures***
- LEAs are required to ***report the findings*** to the local board at a regularly scheduled board meeting.
- Following the reporting out of the self-assessment/local measure options and progress, ***LEAs will assess performance*** on the California Schools Dashboard using the following criteria:

MET

Not MET

Not MET For 2 or more years

1. BASIC CONDITIONS OF A SCHOOL

- LEA *annually* measures basic conditions through SARC: Facility Inspection Tool (F.I.T.), Sufficiency of Instructional Materials, Appropriately Credentialed and Assigned Teachers
- Reports to school board, stakeholders and public at a regularly scheduled board meeting
- Reports through the California Schools Dashboard

MET

Not MET

Not MET For 2 or more years

Handouts

2. PROGRESS IMPLEMENTING STANDARDS

- LEA *annually* measures its progress implementing state academic standards
- Reports to school board, stakeholders and public at a regularly scheduled board meeting
- Reports through the California Schools Dashboard

MET

Not MET

Not MET For 2 or more years

3. PARENT ENGAGEMENT

- LEA *annually* measures its progress in:
  - 1) seeking input from parents in decision making
  - 2) promoting parental participation in programs
- Reports to school board, stakeholders and public at a regularly scheduled board meeting
- Reports through the California Schools Dashboard

MET | **Not MET** | **Not MET** For 2 or more years

PRIORITY 3: Parent Engagement

Evidence:

- LEA measures its progress using the self-reflection tool included in the evaluation rubrics web-based user interface, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the evaluation rubrics (dashboard) web-based system.

PRIORITY 3: Parent Engagement
Option 1: Survey

Pink Handout

If the LEA administers a local survey to parents/guardians in **at least one grade** within each **grade span** that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:

1. The key findings from the survey *related to seeking input from parents/guardians in school and district decision making*;
2. The key findings from the survey *related to promoting parental participation in programs*; and
3. Why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

PRIORITY 3: Parent Engagement
Option 2: Local Measures

Green Handout

Summarize:

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

PRIORITY 3: Parent Engagement
Option 2: Local Measures

Examples of measures that LEAs could select are listed below:

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

PRIORITY 3: Parent Engagement
Option 2: Local Measures

Examples of measures that LEAs could select are listed below:

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

ACTIVITY FOR PRIORITY 3

- Read and compare the two options carefully.
- Discuss similarities and differences of each option.
- Can you describe a situation where you might choose to use:
  - Option 1?
  - Option 2?
- How might you respond to the prompt: "Describe how the findings of Priority 3 relate to the goals established for other LCFF priorities in the LCAP" ?

6. SCHOOL CLIMATE

- LEA measures its progress on a local climate survey or the CA Healthy Kids survey at least *every other year* in at least one grade span it serves (K-5, 6-8, 9-12) **regarding their perception of school safety and connectedness**
- Reports to school board, stakeholders and public at a regularly scheduled board meeting
- Reports through the California Schools Dashboard

MET | **Not MET** | **Not MET** For 2 or more years

Handout

California School Dashboard Local Indicators

Priority	Local Indicator	Tools for Collecting and measuring Priority	Process	Frequency	Reporting Requirements	Evidence to be Uploaded to Dashboard	Dashboard Indicators "Met"/"Not Met"/ "Not Met for two or more years"
1	Basic Conditions at School	SARC: Facility Inspection Tool (FIT), Sufficiency of Instr. Materials, Appropriately Credentialed/Assigned Teachers	LEA measures progress in meeting the Williams settlement requirements at 100% at all of its school sites	Annually	Reports progress in meeting this standard to the governing board at a regularly scheduled meeting and to the public and stakeholders		"Met" "Not Met" "Not Met for two or more years"
2	Implementation of State Academic Standards	Option 1 Narrative Option 2 Check-off List	1. Uses a local measure and provides a narrative OR 2. Has leadership team complete the district reflection tool found in the Evaluation Rubric System	Annually	Report results to the governing board at a regularly scheduled meeting and to the public and stakeholders	Provide Option 1 Narrative OR Option 2 Reflection Tool	"Met" "Not Met" "Not Met for two or more years"
3	Parent Engagement: *How involved are parents in making decisions at the school? *Is parental participation promoted?	Option 1: Parent Survey Summarize Results Option 2: Local Measure Self-reflection Tool	Option 1 – Administer a parent survey to at least one grade level in each span served (K-5, 6-8, 9-12) Option 2 – Use a local self –reflection tool	Annually	Report results to the governing board at a regularly scheduled meeting and to the public and stakeholders	Provide a narrative summary and analysis of either the parent survey or the local measure	"Met" "Not Met" "Not Met for two or more years"
6	Local Climate Survey: Addressing perceptions of school safety and connectedness	Local climate survey (valid) OR California Healthy Kids Survey	Survey students in at least 1 grade within the grade spans in the LEA (K-5, 6-8, 9-12) regarding their perceptions of school safety and connectedness	At least once every other year	Report results to the governing board at a regularly scheduled meeting and to the public and stakeholders	Provide a narrative summary: include differences among students groups; provide overall	"Met" "Not Met" "Not Met for two or more years"

How will the California School Dashboards be used?

1. **Locally to assist in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.**
2. **LCAP Revisions**

How will the California School Dashboards be used?

State level - The Dashboard will be used to inform a process for using the performance standards to identify LEAs in need of additional assistance or intervention, which are defined in statute.

How will the California School Dashboards be used?

Federal level - The dashboards will be used as identified in the California Plan for meeting the accountability requirements of the Every Student Succeeds Act.

STAKEHOLDER ENGAGEMENT

Building District Capacity for Authentic Engagement

Stakeholder Engagement is Relationship Building

Actions to build positive connections (from John C Maxwell):

"People desire a better tomorrow... show them hope"

"People are insecure... give them confidence"

"People need to be understood... listen to them"

"People want to be associated with success... help them win"

Strategies to Build Trust

- Hold stakeholder engagement meetings at a location that is most comfortable for parent groups
- Learn what are the preferred days, times, and methods of communication, including language
- Consider person-to-person communication
- Avoid jargon and acronyms
- Include stakeholders in the planning and facilitation of the meetings

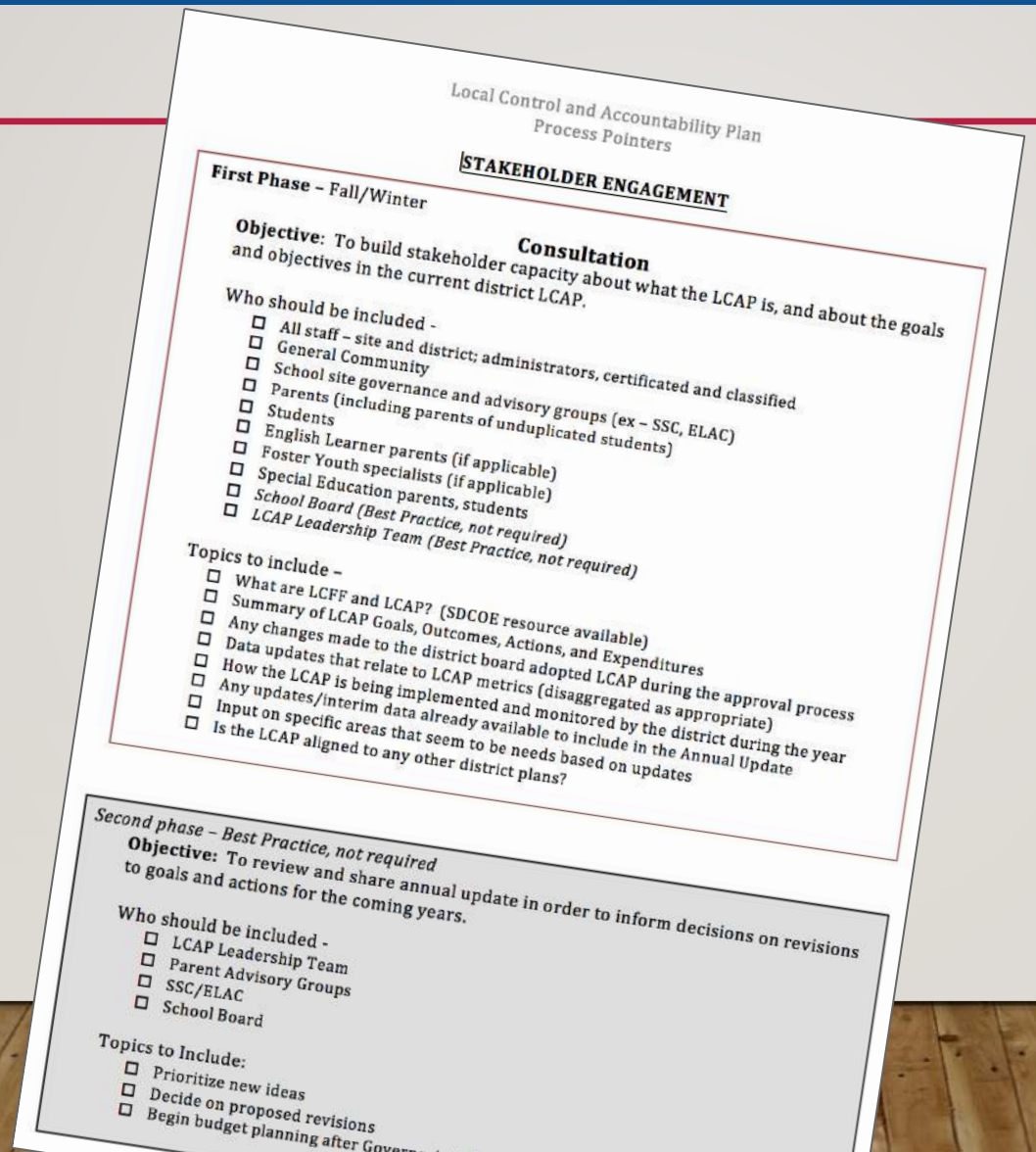
Adapted from Minority Parent and Community Engagement: Best Practices and Policy Recommendations for Closing the Gaps in Student Achievement (2010)

Tips for Stakeholder Engagement

- Plan for authentic engagement - what type of input is needed
- Educate Stakeholders - give background and purpose
- Keep the focus on students
- Set the right expectations - commitment to engagement and to improvement over time
- Demonstrate appreciation for, and give a response to, the input received

The LCAP Plan Summary provides a vehicle for meaningful engagement.

Building LCAP Capacity for Stakeholders



Local Control and Accountability Plan
Process Pointers

STAKEHOLDER ENGAGEMENT

First Phase – Fall/Winter

Consultation

Objective: To build stakeholder capacity about what the LCAP is, and about the goals and objectives in the current district LCAP.

Who should be included -

- ☐ All staff – site and district; administrators, certificated and classified
- ☐ General Community
- ☐ School site governance and advisory groups (ex – SSC, ELAC)
- ☐ Parents (including parents of unduplicated students)
- ☐ Students
- ☐ English Learner parents (if applicable)
- ☐ Foster Youth specialists (if applicable)
- ☐ Special Education parents, students
- ☐ *School Board (Best Practice, not required)*
- ☐ *LCAP Leadership Team (Best Practice, not required)*

Topics to include –

- ☐ What are LCFF and LCAP? (SDCOE resource available)
- ☐ Summary of LCAP Goals, Outcomes, Actions, and Expenditures
- ☐ Any changes made to the district board adopted LCAP during the approval process
- ☐ Data updates that relate to LCAP metrics (disaggregated as appropriate)
- ☐ How the LCAP is being implemented and monitored by the district during the year
- ☐ Any updates/interim data already available to include in the Annual Update
- ☐ Input on specific areas that seem to be needs based on updates
- ☐ Is the LCAP aligned to any other district plans?

Second phase – Best Practice, not required

Objective: To review and share annual update in order to inform decisions on revisions to goals and actions for the coming years.

Who should be included -

- ☐ LCAP Leadership Team
- ☐ Parent Advisory Groups
- ☐ SSC/ELAC
- ☐ School Board

Topics to Include:

- ☐ Prioritize new ideas
- ☐ Decide on proposed revisions
- ☐ Begin budget planning after Gover

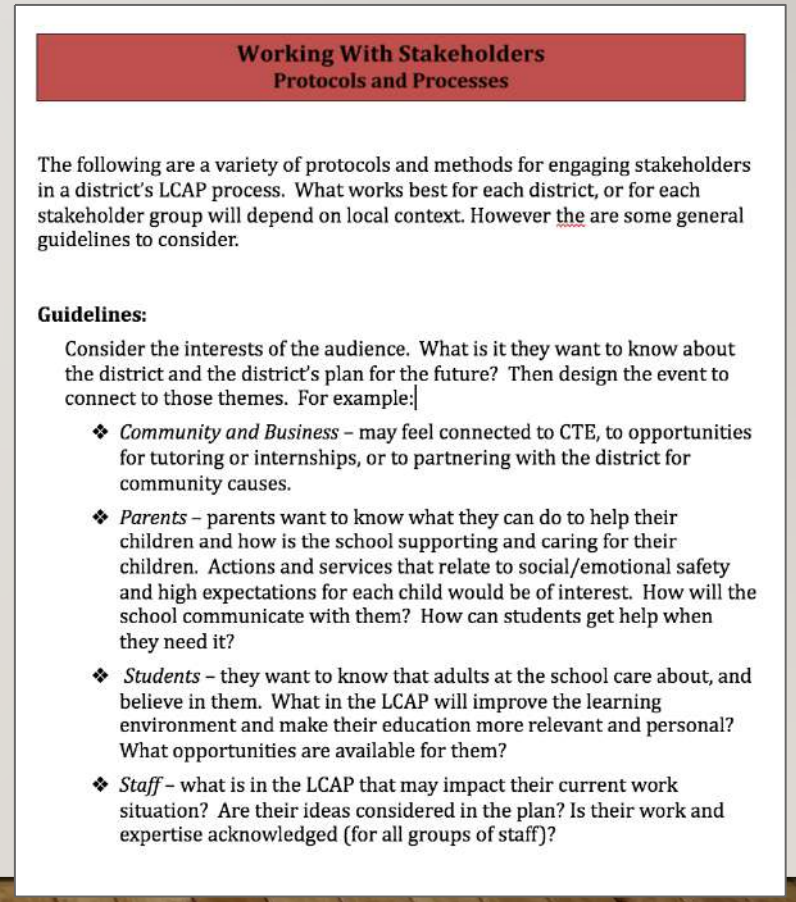
Gray Handout

Working with Stakeholders

Buff Handout

Protocols and Processes:

- Group input/Town Hall meeting
- Focus Groups
- Class Connections
- Electronic Information Gathering
- The LCAP Piggyback
- Postcards



Working With Stakeholders
Protocols and Processes

The following are a variety of protocols and methods for engaging stakeholders in a district's LCAP process. What works best for each district, or for each stakeholder group will depend on local context. However the are some general guidelines to consider.

Guidelines:

Consider the interests of the audience. What is it they want to know about the district and the district's plan for the future? Then design the event to connect to those themes. For example:

- *Community and Business* – may feel connected to CTE, to opportunities for tutoring or internships, or to partnering with the district for community causes.
- *Parents* – parents want to know what they can do to help their children and how is the school supporting and caring for their children. Actions and services that relate to social/emotional safety and high expectations for each child would be of interest. How will the school communicate with them? How can students get help when they need it?
- *Students* – they want to know that adults at the school care about, and believe in them. What in the LCAP will improve the learning environment and make their education more relevant and personal? What opportunities are available for them?
- *Staff* – what is in the LCAP that may impact their current work situation? Are their ideas considered in the plan? Is their work and expertise acknowledged (for all groups of staff)?

Working with Your Data

Go to the links for the California School Dashboard and the District Spreadsheets.

Begin looking at your data and think about questions that may be sparked. For example:

- Why does suspension rate have more students than are enrolled?
- Why is 22 points below medium on one report, while only 11 points below is low on another?

Contact Information

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This presentation was based on information provided by the follow:
California Department of Education
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Butte County Department of Education
Riverside County Department of Education
Shasta County Department of Education
Tehama County Department of Education
WestEd