

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

itb-amard-jul22item02

# California State Board of EducationJuly 2022 AgendaItem #02

## Subject

Update on the Implementation of the Integrated Local, State, and Federal Accountability and Continuous Improvement System: Study Session on the Development History, Implementation, and Indicators in the Accountability System.

## Type of Action

Information

## Summary of the Issue(s)

**Constructing California’s Accountability System**

Within the last decade, California has implemented new educational initiatives and laws aimed at improving student performance. The state has undergone unprecedented changes with the adoption of new academic content standards, a new assessment system, and a new educational funding system–the Local Control Funding Formula (LCFF)–that aligns local budgets and resource allocations with local goals and state priorities to improve student outcomes. The state also implemented the requirement to establish a new multiple measures accountability system by 2017–18 as required under the Every Student Succeeds Act (ESSA).

Given these new mandates and changes, it was clear that implementing a new accountability system must be designed to support deeper levels of student learning, encourage continuous improvement across the educational system, and have an emphasis on equity, transparency and performance. To achieve this goal, the State Board of Education (SBE) reviewed multiple factors and dimensions, which stemmed from the following foundational questions:

* What are the primary goals and purposes of the new accountability system?
* What local and state multiple measures and data are available, valid, reliable, and useful as we phase in a new accountability system?
* How can California best create one integrated state and federal accountability system?
* What specific technical issues will need to be addressed in aligning the federal accountability requirements with the state accountability system?
* What technical issues and additional analyses will need to be addressed in developing a valid set of indicators?
* How will data from multiple measures and indicators reflecting the state priorities be combined to differentiate the needs of schools and districts needing technical assistance?
* How will the accountability system provide both status and growth information? How will information on how well schools and districts are performing and making satisfactory progress be determined?
* What is the necessary timeframe to create a single accountability system? How will the development of the ESSA requirements (e.g., State Plan) fit together with the implementation of the LCFF?

To help inform on these core concepts and implementation plan for the new accountability system, the SBE heard multiple presentations from WestEd, California Department of Education (CDE) staff, and researchers, policy experts, and local practitioners who were invited to present their work. Two experts on education policy and research, Drs. Linda Darling-Hammond and David Conley, also presented to the SBE in 2016 to provide insight into their research on various aspects of system coherence to support the conversations on the construction of the new accountability system. Throughout this investigative and design stage, the CDE continued to request suggestions from all educational partners to ensure that a wide range of examples, research, and policy perspectives would be thought through and shared with the SBE, interest groups, and members of the public.

By early 2017, the SBE approved the creation of a new web-based “accountability tool” that allows local educational agencies (LEAs) and schools, parents/guardians and community members to review performance data grounded on a specific set of indicators. Based on feedback from interest groups and parents, this new web-based system was labeled as the California School Dashboard (Dashboard). By March 2017, the SBE had received updates at 13 separate SBE meetings on the progress towards transitioning to a new accountability system. During that same month, a field test of the Dashboard was released to assist LEAs with becoming familiar with the Dashboard, the indicators reported on the Dashboard, and the methodology for measuring performance. Later in Fall 2017, the CDE launched the first operational Dashboard.

**A Two-Year Pause and a Return to Accountability**

While the Dashboard was released in 2017, 2018, and 2019, due to the 2019 novel coronavirus disease (COVID-19) pandemic, there was a two-year absence in reporting data that would be used for accountability (e.g., eligibility for LEA and school support). However, the requirements to adhere to specific federal and state accountability requirements has returned with the release of the 2022 Dashboard. The ESSA requires all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandated the return of a full publication of the Dashboard using current year performance data to determine LEA support.

With this restart in accountability, and with the addition of several new SBE members, this item serves as an opportunity for SBE members and the public to reacquaint themselves with the state’s accountability system. Specifically, during the review of this item at the July 2022 SBE meeting, the CDE is pleased to provide a “refresher” on the Dashboard basics in the form of a study session. This study session will consist of a presentation from the CDE on the development and implementation of the Dashboard as it relates to the LCFF state priorities, a focus on each of the state and local indicators, key Dashboard components and how the results are used to meet school and LEA support requirements under federal and state law.

## Recommendation

This item is for information only and no specific action is recommended at this time.

## Brief History of Key Issues

**An Emerging New State Accountability System**

In May 2015, the SBE took action to suspend the former state accountability system (Academic Performance Index [API]) and begin the transition to a multiple measures approach to accountability aligned to the LCFF state priorities. During this meeting, SBE members made it clear that because the former API was based on a system of rankings, it was perceived as a punitive system causing a cycle of unintended consequences as schools were continually categorized as “low performing” despite of demonstrating growth. With this understanding, the SBE members addressed the need to have a concept of comparing schools for punitive outcomes be kept front and center as conversation continued with what the future accountability system should include and how it should function.

In a state as large and diverse as California, instituting educational change is a complex undertaking. The LCFF purposely does not prescribe a top-down, state-centered, compliance approach. Therefore, the vision was to refocus the educational system on improving instructional outcomes, aligning local budgets and resource allocations with local goals and state priorities to improve student learning, and allowing the state to provide the support needed to drive continuous improvement. The system is intended to be simple, transparent and easily understood by educators, parents and the public.

Given this intent, the SBE supported the use of the LCFF state priorities as the foundation that the new accountability system should be built on as it would allow transparency and accountability to be directly linked to the local budgeting process by requiring counties, school districts and charter schools to adopt local control and accountability plans (LCAPs). When properly implemented, LCFF and LCAP would drive continuous improvement in all schools and for all students. The LCAP is designed to enhance allocation of resources, integrating locally approved goals with school district budgets that align with and, in some districts, augment the state’s educational priorities.

By 2017, the SBE established and approved a new accountability system that provides transparency of decision-making processes in support of student achievement and outcomes. Compared to the past, the system focuses on a broader set of outcomes, and it differentiates the performance of schools and districts in reliable and meaningful ways so that appropriate support and assistance are received. The goals of the system will continue to focus on increasing district and school capacity and drive continuous improvement in the long-term.

**The California School Dashboard**

Since the release of the first Dashboard in 2017, the primary purpose of the Dashboard has been to assist LEAs in identifying strengths, weaknesses, and areas in need of improvement for the LEA and its schools. The Dashboard is used to determine LEAs in need of additional assistance or intervention based on low performance across the LCFF priorities for one or more student groups (i.e., Differentiated Assistance). It is also used to determine schools in need of support under the ESSA (i.e., Comprehensive Support and Improvement, and [Targeted Support and Improvement/Additional Targeted Support and Improvement](https://www.cde.ca.gov/sp/sw/t1/tsi.asp)).

**Concise Set of State and Local Indicators**

The Dashboard includes a concise set of state indicators and local indicators that are founded on the LCFF priorities but are also aligned to the measures required under ESSA. The state indicators, which apply at the LEA, school and student group levels, are:

* An academic indicator based on student test scores on English language arts/literacy (ELA) and Math for grades 3–8 and grade 11, including a measure of individual student growth, when feasible, and results on the Next Generation Science Standards assessment, when feasible (LCFF Priority 4);
* A college/career indicator that combines grade 11 test scores on ELA and Math and other measures of college and career readiness (LCFF Priorities 4, 7 and 8);
* An English learner progress indicator that measures progress of English learners toward English language proficiency and incorporates data on reclassification rates (LCFF Priority 4);
* High school graduation rate (LCFF Priority 5);
* Chronic absenteeism rates (LCFF Priority 5); and
* Suspension rates by grade span (LCFF Priority 6).

The local indicators, which apply at the LEA level only, are:

* Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)
* Implementation of State Academic Standards (LCFF Priority 2)
* Parent and Family Engagement (LCFF Priority 3)
* School Climate – Local Climate Surveys (LCFF Priority 6)
* Access to a Broad Course of Study (LCFF Priority 7)
* Coordination of Services for Expelled Students – County Offices of Education (COEs) Only (LCFF Priority 9)
* Coordination of Services for Foster Youth – COEs Only (LCFF Priority 10)

**Preparing for the Study Session**

The study session will address many of the points discussed within this item as well as key concepts pertaining to the essential elements included on the Dashboard. Because the Dashboard contains a vast amount of information, to ensure that educators, parents, and community members can engage with the Dashboard, the CDE provides user-friendly resources to promote the understanding of the Dashboard on its California School Dashboard and System of Support web page <https://www.cde.ca.gov/ta/ac/cm/>. To assist SBE members prepare for the study session, several user-friendly flyers that explain the use and understanding of the Dashboard are listed below. (Note that these state indicator-related flyers are from 2019 and reflect the context of the Dashboard in its full implementation.)

* Getting to Know the California School Dashboard (PDF) <https://www.cde.ca.gov/ta/ac/cm/documents/gettingknowdashboard.pdf>
* Getting to Know the Dashboard Measures (PDF) <https://www.cde.ca.gov/ta/ac/cm/documents/gettingtoknowmeasures.pdf>
* How Dashboard Colors are Determined (PDF) <https://www.cde.ca.gov/ta/ac/cm/documents/howcolorsdetermine.pdf>
* How to View Performance of a School or District on the 2019 Dashboard (PDF) <https://www.cde.ca.gov/ta/ac/cm/documents/howtoviewperformance.pdf>
* Exploring the Equity Report (PDF) <https://www.cde.ca.gov/ta/ac/cm/documents/exploreeqtyrpt2019.pdf>
* How to Compare Schools <https://www.cde.ca.gov/ta/ac/cm/documents/howtocompareschools.pdf>

## Summary of Previous State Board of Education Discussion and Action

### Development of California’s Accountability System and the Dashboard

In January 2015, the SBE requested that the Technical Design Group (TDG) and the Public Schools Accountability Act (PSAA) Advisory Committee (which was sunset under the prior accountability system) provide the SBE with recommendations on two issues: (1) developing a new state accountability system based on multiple measures rather than a single index; and (2) timing for the release of the next state accountability report. The SBE requested that the PSAA provide a report on these recommendations at the March 2015 SBE meeting (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/jan15item03.doc>).

In a separate January 2015 item, the SBE received information on the development of the Local Control Funding Formula (LCFF) evaluation rubrics, including implications for the new statewide accountability system (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/jan15item04.doc>).

In March 2015, the SBE suspended the Academic Performance Index (API) for the 2014–15 school year and recommended that the state move from a single index to a multiple measures accountability system. This item featured a discussion on the transition to a new accountability system with a particular focus on system elements. Additionally, the item provided an update on the LCFF evaluation rubrics and determination of multiple measures with a discussion on the relationship between statewide and local measures and processes that combine to form the emerging state accountability system

(<http://www.cde.ca.gov/be/ag/ag/yr15/documents/mar15item06.doc>).

In May 2015, the SBE discussed guiding principles that will be used to frame their future discussions for recommending a framework and implementation plan to align the new accountability system with LCFF. Dr. Linda Darling-Hammond, the Charles E. Ducommun Professor of Education at Stanford University, presented on a new concept of accountability that promotes high quality teaching and learning in all schools, provides tools for continuous improvement, and a means for identifying and addressing problems that require correction. Dr. David Conley, founder and president of EdImagine Strategy Group and Professor of Education at the University of Oregon, presented on system coherence and a systems approach to accountability to emphasize that California schools are strongly embedded in their local contexts and while a set of common statewide indicators is necessary for equity purposes, additional indicators should be included to capture performance in the local context (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item10.doc>).

Additionally, the SBE received an update on the LCFF evaluation rubrics that featured major revisions to the rubrics to emphasize data analysis and provide the outcome and practice analyses as complementary tools (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/may15item10a3.doc>).

In June 2015, the SBE received the following Information Memoranda: (1) research to inform the development of the LCFF evaluation rubrics (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun15item01.doc>); and (2) review of measures being used by other states for college and career readiness (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun15item01.doc>).

In July 2015, the SBE received an update on the LCFF evaluation rubrics that included a discussion on the policy framework to develop the evaluation rubrics based on the following: (1) align with state priorities and values related to certain learning conditions (i.e., *Williams* settlement legislation), graduation, and college and career readiness; (2) incorporate into the evaluation rubrics descriptions of practices and exemplars for each of the state priorities grounded in research and best practices; and (3) conducting further research to identify relationships and correlations among metrics that will be included in the evaluation rubrics. (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/jul15item01.doc>).

In August 2015, the SBE received an Information Memorandum on the review of existing state academic and fiscal accountability components relative to the LCFF state priorities (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug15item01.doc>). Additional information on the data analyses of the California context, using existing data on specific metrics (e.g., the relationship between the graduation cohort rate and the percentage of students taking A-G courses), will be provided to the SBE to inform the development of the LCFF evaluation rubrics.

In September 2015, the SBE received an update on the LCFF evaluation rubrics that included a discussion of existing accountability components with the SBE guiding principles for accountability planning; a presentation from the California Office to Reform Education (CORE) on the accountability system they are developing; a presentation on technical assistance needed for developing high-functioning systems for professional development, implementation of curriculum and assessments, and improvement in human resources from California County Superintendents Educational Services Association (CCSESA) representatives; and a review of the Local Control and Accountability Plan (LCAP) eTemplate field test (<http://www.cde.ca.gov/be/ag/ag/yr15/documents/sep15item14.doc>).

In January 2016, the SBE received comparative information between the ESSA and LCFF on select accountability components; implications on developing one coherent accountability system, a review of technical issues and analyses on the development of standards and expectations for a state accountability system; and an updated timeline to reflect the time needed to align federal requirements into developing a new accountability system (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jan16item02rev.doc>).

In February 2016, the SBE received a series of information memoranda on the following topics:

* Updated timeline that details the proposed transition to the new accountability and continuous improvement system (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item01.doc>).
* Common terminology and definition of terms used to describe the proposed architecture for the new accountability and continuous improvement system (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item02.doc>).
* Draft architecture that clarifies how the pieces of the emerging, integrated accountability system will fit together (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item03.doc>).
* Further analysis on the graduation rate indicator to illustrate potential standards (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item04.doc>).
* Options for key indicators that satisfy the requirements of the LCFF and ESSA (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item05.doc>).
* Overview of student-level growth models for Smarter Balanced summative assessment results (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item01.doc>).
* Review of college and career indicator (CCI) options (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-feb16item02.doc>).

In March 2016, the SBE reviewed the proposed architecture of the single, coherent accountability and continuous improvement system and options for developing a concise set of state indicators for accountability and continuous improvement purposes. The SBE took action to direct staff to proceed with further analysis and design work to develop a complete draft of the LCFF evaluation rubrics prototype(<http://www.cde.ca.gov/be/ag/ag/yr16/documents/mar16item23.doc>).

In April 2016, the SBE received the following information memoranda:

* A summary of the decisions on accountability and continuous improvement that were approved at the March 2016 meeting (<http://www.cde.ca.gov/be/pn/im/documents/memo-amard-apr16item01.doc>)
* Further analysis on potential key indicators (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item02.doc>)
* Additional analysis on the graduation rate to inform the methodology to set standards for performance and expectations for improvement (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item04.doc>)
* LCAP template revisions (<http://www.cde.ca.gov/be/pn/im/documents/memo-exec-lasso-apr16item01.doc>)

In April 2016, the SBE received the following information memoranda:

* A summary of the decisions on accountability and continuous improvement that were approved at the March 2016 meeting (<http://www.cde.ca.gov/be/pn/im/documents/memo-amard-apr16item01.doc>)
* Further analysis on potential key indicators (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item02.doc>)
* Additional analysis on the graduation rate to inform the methodology to set standards for performance and expectations for improvement (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-apr16item04.doc>)
* LCAP template revisions (<http://www.cde.ca.gov/be/pn/im/documents/memo-exec-lasso-apr16item01.doc>)

In May 2016, the SBE approved a design for the LCFF evaluation rubrics that includes: a set of state indicators; a methodology for calculating performance as a combination of status and change for the state indicators in order to differentiate performance at the LEA and school levels, and for student groups; a component that supports the use of local data; and concepts for a top-level display. The SBE also directed staff to prepare a recommendation for the July 2016 Board meeting for establishing standards for the LCFF priorities that are not addressed by the state indicators and options for incorporating college and career readiness, local climate surveys, and an English learner composite into the overall LCFF evaluation rubrics design (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>).

In June 2016, the SBE received the following information memoranda:

* A summary of the decisions on accountability and continuous improvement that were approved at the May 2016 meeting

(<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun16item01.doc>)

* Draft statements of model practices (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-jun16item02.doc>)
* Process to identify options for school climate surveys and a composite measure of English learner proficiency (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item02.doc>)

In July 2016, the SBE approved a design for the LCFF evaluation rubrics that includes: a measure of college/career readiness; a methodology for establishing standards for the LCFF priorities that are not addressed by the state indicators; the inclusion of standard for the use of school climate surveys to support a broader assessment on school climate (Priority 6); the inclusion of an equity report; and directed staff to develop an updated timeline (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>).

In August 2016, the SBE received the following information memoranda:

* An update on developing the new accountability and continuous improvement system draft timeline (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item01.doc>)
* A framework for supporting local educational agencies and schools (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc>)
* An overview of the college/career indicator structure and proposed measures (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc>)
* Proposed percentile cut scores for state indicators (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug16item02rev.doc>)

In September 2016, the SBE approved the performance standards for all local indicators and the state indicators (except for the Academic Indicator), and the annual process for the SBE to review the rubrics to determine if updates or revisions are necessary. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

In November 2016 meeting, the SBE approved tools for LEAs to determine progress on the local performance indicators for specific priorities within the LCFF statute. The self-reflection tools are for: Priority 1—Basic Services and Conditions at schools; Priority 6—School Climate; Priority 9—Coordination of Services for Expelled Students; and Priority 10—Coordination of Services for Foster Youth. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>)

In January 2017, the SBE received the following Information Memorandum:

* Update on School Conditions and Climate Workgroup (<http://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item01.doc>)

In February 2017, the SBE received the following Information Memoranda:

* Updated Summary of SBE Actions Related to Adopting the LCFF Evaluation Rubrics ([http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb17item01v2.doc](https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx))
* Update on the LCFF Evaluation Rubrics Components: Statements of Model Practices (<http://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item02.doc>)

In March 2017, the SBE heard an update on the development of the new accountability system; an overview of alternative schools in preparation for the development of applicable indicators; a work plan for state indicator development; and an update on the local indicators—specifically, the work by the School Conditions and Climate Work Group. ([http://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc](http://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item01.doc))

In May 2017, the SBE heard an update on the Dashboard, and received an overview of the recommendations of the English Learner Progress Indicator (ELPI) Workgroup. The SBE took action to approve the development of an application process to require alternative schools of choice and charter schools to re-certify—every three years—that at least 70 percent of their enrollment is comprised of high-risk students (as defined in the SBE-approved eligibility criteria) in order to continue participating as an alternative school in the accountability system. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/may17item01.doc>)

In July 2017, the SBE approved criteria for schools to apply for Dashboard Alternative School Status (DASS) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item01.doc>).

In November 2017, the SBE received a summary report of the work of the School Conditions and Climate Work Group (CCWG). The report included a synopsis of the framework recommendations including state- and LEA-level recommendations. The CCWG’s recommendations comprise both those that can be acted on with existing resources and authority and those for which additional resources and authority will be necessary to implement. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc>)

In February 2018, the SBE received the following Information Memoranda:

* Update on the Development of a Revised Self-Reflection Tool for the Local Performance Indicator for LCFF Priority 6, School Climate (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-feb18item01.docx>)

In January 2018, the SBE received an update on the outreach activities related to the Fall 2017 Dashboard release and two presentations from LEAs on their work with the Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item01.docx>).

In February 2018, the SBE received the following Information Memoranda:

* Developing a New State Accountability System: Update on the Implementation of the College/Career Indicator; Including the Expansion of Career Measures and Performance Comparisons for Academic Measures (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx>)
* Developing a New State Accountability System: Update on the Development of a Student-Level Growth Model (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item01.docx>)

In March 2018, the SBE heard an update on the continuing development work of the Dashboard, including revisions under consideration for the 2018 Dashboard, and an update on the local indicators—specifically, the proposed revision to the self-reflection tool for Priority 6: School Climate; in addition, the SBE approved the tool for LEAs to determine progress on the local performance indicators for LCFF Priority 7: Access to a Broad Course of Study. Also, at this meeting, the SBE reviewed proposed revisions for the 2018 Dashboard, including the incorporation of modified methods for Dashboard Alternative School Status (DASS) schools. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>)

In April 2018, the SBE approved revisions to California’s Every School Succeeds Act (ESSA) Plan for resubmission to the ED. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>)

Also in April 2018, the SBE received the following Information Memoranda:

* Request to the U.S. Department of Education (ED) to Waive the Every Student Succeeds Act Statute for the English Learner Proficiency Indicator. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr18item01.docx>)
* Ongoing Development of California’s New Accountability System: Timeline of State Board of Education Agenda Items and Information Memoranda Regarding the California School Dashboard. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-mar18item01.docx>)

In June 2018, the SBE received an Information Memorandum on the ongoing Development of California’s New Accountability System: Update on Revisions to Calculating the Graduation Rate and Impact on the California School Dashboard. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx>)

In March 2019, the SBE received and approved an update to the continuing developmental work on the Dashboard and revisions that were being considered by the CDE for the 2019 Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>)

In March 2020, the SBE was provided an annual update to the continuing developmental work on the Dashboard and revisions that were being considered by the CDE for the 2020 Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>)

In May 2021, the CDE provided an annual update on the accountability activities related for 2021 and recommended an approval of the growth model methodology. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item04.docx>)

In January 2022, the SBE was provided a December 2021 Information Memorandum on data reporting for the 2020–21 school year.

(<https://www.cde.ca.gov/be/pn/im/documents/dec21memoamard01.docx>)

In March 2022, the SBE received an annual update that was being considered by the CDE for the 2022 Dashboard. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx>)

### State Indicators: Development, Background, and Updates

#### Academic Indicators

In May 2016, the SBE approved the Academic Indicators to be part of the design of the LCFF evaluation rubrics (which is now known as the Dashboard). (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

In January 2017, the SBE approved the Academic Indicator, based on student test scores on English language arts/literacy (ELA) and mathematics for grades three through eight that includes results from the second year of Smarter Balanced tests, as well as the definition of the English Learner (EL) student group for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>)

In November 2017, the SBE adopted new Status cut scores for the Academic Indicator (for both ELA and mathematics) and the Change cut scores for mathematics only. In addition, the SBE adopted new five-by-five colored grids for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>)

In April 2018, the SBE approved the inclusion of grade eleven Smarter Balanced Summative Results for ELA and mathematics in the Academic Indicator, based on feedback received from the ED on California’s Every Student Succeeds Act (ESSA) Plan. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01.docx>)

In November 2018, the SBE approved separate Status cut scores for high schools and high school districts for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In September 2019, the SBE approved a modified set of Status cut scores for DASS schools and approved the incorporation of the California Alternate Assessment for the Academic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>)

#### Chronic Absenteeism Indicator

In November 2014, the SBE adopted the LCAP template, which included the formula for calculating the Chronic Absenteeism rate. (<https://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item14.doc>)

In May 2016, the SBE adopted Chronic Absenteeism as a state indicator. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

At the September 2017 SBE meeting, the CDE provided an update on the Chronic Absenteeism Indicator and the collection of chronic absenteeism data. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>)

At the November 2017 SBE meeting, the CDE provided extensive background on the Chronic Absenteeism Indicator and requested that the SBE: (1) include information in the Fall 2017 Dashboard to redirect users to the Chronic Absenteeism reports on DataQuest; (2) direct CDE staff to develop a recommendation for the March 2018 SBE meeting on proposed Status cut scores that will subsequently be used to update the Fall 2017 Dashboard Chronic Absenteeism Indicator; and (3) direct CDE staff to develop a recommendation for the September or November 2018 SBE meeting on proposed Change cut scores. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03.doc>)

In March 2018, the SBE was provided an update on proposed changes to the Dashboard for the 2018 Dashboard release, including an update on the development of the Chronic Absenteeism Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>)

In August 2018, the SBE received an Information Memorandum on the proposed methodology for calculating the chronic absenteeism rate. (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>)

In September 2018, the SBE approved the methodology for calculating the Chronic Absenteeism Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>)

In November 2018, the SBE approved Status and Change cut scores for the Chronic Indicator. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

#### College/Career Indicator

In July 2016, the SBE reviewed and approved the College/Career Indicator (CCI) as a state indicator. (<https://www.cde.ca.gov/be/mt/ms/documents/finalminutes1314jul2016.doc>).

In September 2016, the SBE reviewed and approved Status performance levels for the CCI based on the 2013–14 cohort data file, and approved the re-evaluation of the performance levels in September 2017 once the first year of results of Smarter Balanced assessment were included in the CCI. The SBE also directed the removal of the “Well Prepared” category until additional data on career readiness becomes available (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In September 2017, the SBE reviewed a three-year implementation plan for the CCI. In addition, the SBE reviewed a clarification to one of the CCI criterion in the “Approaching Prepared” level within the CCI and the recommended revised Status cut scores based on the Class of 2016. The SBE approved the revised cut scores for Status. The SBE also reviewed the three-year plan timeline for fully building out this indicator to include additional career and college measures (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item02.doc>)

In February 2018, the SBE received an Information Memorandum that provided an update on the status of the three-year CCI timeline and the development of new career measures, including Leadership/Military Science (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx>).

In March 2018, the SBE was informed of the revisions made to the Fall 2017 Dashboard, including items that were being prepared for the 2018 Dashboard release, such as the potential use of the following three CCI measures: State Seal of Biliteracy, Golden State Seal Merit Diploma, and Articulated Career Technical Education Courses (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

In April 2018, the SBE received an Information Memorandum that provided an overview of the research conducted in the development of the CCI and the rigorous vetting criteria and processes that were applied to select CCI measures (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr18item02.docx>)

In May 2018, the SBE held a Study Session on the CCI and received an overview of the indicator and presentation from an LEA on their local use of the CCI (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02slides.pdf>)

In August 2018, the SBE received an Information Memorandum on the additional measures proposed for the CCI for the 2019 Dashboard
(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>)

In September 2018, the SBE approved the State Seal of Biliteracy and Leadership/Military Science for inclusion in the CCI. In addition, the SBE approved placement criteria for the two new measures (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>).

In November 2018, the SBE approved Status and Change cut scores for the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In April 2019, the CDE provided an Information Memorandum on the history, implementation, and purpose of the CCI in the Accountability System which was used for the May Study Session (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item01.docx>).

In May 2019, the SBE held a study session on the CCI (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/may19item01studysession.docx>).

In June 2019, the SBE received an Information Memorandum providing an update on the definitions used in California Longitudinal Pupil Achievement Data System (CALPADS) and California Special Education Management Information System (CASEMIS) for career measures collected in 2018–19 and 2019–2020 for possible inclusion in the CCI (<https://www.cde.ca.gov/be/pn/im/infomemojun2019.asp>).

As shared with the SBE in an August 2019 Information Memorandum, the CDE is examining the inclusion of civic engagement as a potential career measure in the CCI (<https://www.cde.ca.gov/be/pn/im/documents/memo-branch-eeed-aug19item02.docx>).

At the March 2020 SBE meeting, the CDE reviewed the career measures collected in 2018–19 and its plans to conduct simulations for each of these measures to determine if the measures are valid and reliable and to set criteria that graduates must meet to be placed in the Prepared or Approaching Prepared CCI levels (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/mar20item05.docx>).

At the May 2020 SBE meeting, the CDE shared its data analyses on several new career measures currently being collected in CALPADS for future incorporation into the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/may20item02.docx>).

In September 2020, the SBE adopted four career measures for inclusion in the CCI: Pre-Apprenticeships, State or Federal Job Programs, Transition Work-Based Learning Experiences, and Transition Classroom-Based Learning Experiences (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item02.docx>).

In September 2020, the SBE adopted the State Seal of Civic Engagement (SSCE), and the SBE directed the CDE to determine how to incorporate civic engagement into the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/sep20item05rev.docx>).

At the January 2021 SBE meeting, the CDE submitted revisions to the ESSA Consolidated State Plan (via the COVID-19 State Plan Addendum) to request that the CCI not be reported on the 2021 Dashboard due to the suspension of the California Assessment of Student Performance and Progress (CAASPP) in March 2020, which is one of the key measures in the CCI. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jan21item04.docx>).

At the May 2021 SBE meeting, the CDE reviewed the work conducted thus far on two new measures for possible inclusion in the CCI: civic engagement and industry certifications. The CDE also proposed the production of student-level data files for the CCI that can be shared with authorized LEA staff. (<https://www.cde.ca.gov/be/ag/ag/yr21/documents/may21item04.docx>)

In March 2022, the SBE received an update on two potential measures–civic engagement and industry certifications–for the CCI that are being considered by the CDE. (<https://www.cde.ca.gov/be/ag/ag/yr22/documents/mar22item04.docx>)

#### English Learner Progress Indicator

In September 2016, the SBE adopted the methodology for the English Learner Progress Indicator (ELPI) using the results of the California English Language Development Test (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

In July 2018, the SBE adopted the CDE’s recommendation for the ELPI three-year plan (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jul18item01.docx>).

In November, 2018, the SBE approved the use of the ELPI Status for 2019 LCFF differentiated assistance and ESSA school assistance eligibility determinations (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>).

In August 2019, the CDE provided the SBE with an Information Memorandum on the inclusion of English Learners (ELs) in the Academic Indicator, availability of At-Risk and Long-Term English Learner Reports in DataQuest, and the incorporation of the ELPI Status into school and LEA assistance eligibility determinations (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug19item02.docx>).

In September 2019, the CDE updated the SBE on the progress and status of developing the ELPI Status methodology for the 2019 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>).

In November 2019, the SBE approved: (1) the methodology and cut scores for ELPI Status by splitting levels 2 and 3 of the English Learner Proficiency Assessments for California (ELPAC) Summative Assessment thereby creating six ELPI levels based on the ELPAC, and (2) use the “Very Low” Status to determine LEA and school eligibility for support (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item04.docx>).

#### Graduation Rate Indicator

In May 2016, the SBE approved the Graduation Rate as a state indicator. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

In September 2016, the SBE approved Status and Change cut scores for the Graduation Rate Indicator, based on the four-year graduation cohort. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

In March 2018, the SBE reviewed proposed revisions for the 2018 Dashboard, including the incorporation of modified methods for schools with Dashboard Alternative School Status. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>)

In May 2018, the SBE approved methodology for calculating the one-year graduation rate. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item02.docx>)

In June 2018, the SBE received an Information Memorandum on the revisions made to the calculation of the four-year cohort graduation rate to address audit findings from the (ED) Office of Inspector General (OIG). (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-jun18item02.docx>)

In August 2018, the SBE received an Information Memorandum on the proposed Status and Change Cut scores for the one-year graduation rate for DASS schools.
(<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-aug18item02.docx>)

In September 2018, the SBE approved Status and Change cut scores for the one-year graduation rate for DASS schools. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item01.docx>)

In November 2018, the SBE approved modification to the Status cut scores for the Graduation Rate Indicator based on the inclusion of DASS schools for the first time within the calculation of the indicator and business rule changes to the calculation of the four-year cohort graduation rate based on audit findings from the ED OIG. (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In July 2019, the SBE approved the implementation of the combined graduation rate for all comprehensive non-DASS high schools. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jul19item01.docx>)

In September 2019, the SBE approved raising the Very Low Status level from “below 67 percent” to “below 68 percent” due to the addition of fifth-year graduates increasing the graduation rates. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/sep19item01.docx>)

In November 2019, with the long-term goal increasing to 90.5 percent from 90 percent as required via the federal ESSA State Plan, the SBE approved the revisions to the High and Medium Status cut scores for comprehensive non-DASS high schools and the High and Very High Status cut scores for DASS schools. (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/nov19item05rev.docx>)

#### Suspension Rate Indicator

In May 2016, the SBE approved the Suspension Rate Indicator as a state indicator. This indicator will be differentiated through grade spans as the rates vary significantly by elementary, middle, and high levels. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>)

In September 2016, the SBE approved the cut scores for Status and Change based on LEA type (elementary, high, and unified), and by school type (elementary, middle, and high). (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

#### Local Indicators: Development, Background, and Updates

In May 2016, the SBE directed staff to prepare a recommendation for the July 2016 Board meeting for establishing standards for the LCFF priorities that are not addressed by the state indicators, referred to as local performance indicators, and options for incorporating college and career readiness, and local climate surveys. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>).

In June 2016, the SBE received an Information Memorandum that included a process to identify options for school climate surveys. ([http://www.cde.ca.gov/be/pn/im/documents/memo- dsib-amard-jun16item02.doc](http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item02.doc))

In July 2016, the SBE approved a design for the LCFF evaluation rubrics that included a methodology for establishing standards for the local performance indicators and a standard for the use of school climate surveys to support a broader assessment on school climate (Priority 6); (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>).

In September 2016, the SBE approved the performance standards for all local indicators. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

In November 2016 the SBE approved self-reflection tools for LEAs to determine progress on the local performance indicators for Priority 1—Basic Services and Conditions at schools; Priority 6—School Climate; Priority 9—Coordination of Services for Expelled Students; and Priority 10—Coordination of Services for Foster Youth. In addition, the SBE approved a revision of the local indicator performance standards to clarify that LEAs must report the results of the local measurement of progress for each local indicator to their local governing boards at a regularly scheduled public meeting of the local governing board. (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/nov16item03.doc>)

In January 2017, the SBE received and Information Memorandum that included an update on the CCWG’s work to explore options for the further development of school conditions and climate measures in California’s accountability and continuous improvement system. (<http://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item01.doc>)

In January 2017, the SBE approved self-reflection tools for LEAs to determine progress on the local performance indicators for Implementation of State Academic Standards (Priority 2) and Parent Engagement (Priority 3).(<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02.doc>)

In February 2017, the SBE received Information Memorandum that provided a:

* Summary of SBE Actions Related to Adopting the LCFF Evaluation Rubrics ([http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb17item01v2.doc](https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-feb18item02.docx))
* Update on the LCFF Evaluation Rubrics Components: Statements of Model Practices (<http://www.cde.ca.gov/be/pn/im/documents/memo-exe-jan17item02.doc>)

In March 2017, the SBE heard an update on the local indicators—specifically, the work by the CCWG. ([http://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc](http://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item01.doc))

In November 2017, the SBE received a summary report of the work of CCWG. The report included a synopsis of the framework recommendations including state- and LEA-level recommendations. (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc>)

At the November 2017 meeting, the SBE approved that CDE create a local indicator for Access to a Broad Course of Study (Priority 7) and directed staff to come back to the board by March 2018 for approval of a standard in conjunction with approval of a self-reflection tool. (https://[www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc)](http://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item03rev.doc%29)

In February 2018, the SBE received an Information Memorandum with an update on the development of a revised self-reflection tool for Priority 6 (School Climate). (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-feb18item01.docx>)

In March 2018, the SBE heard an update on the local indicators, specifically, the proposed revision to the self-reflection tool for Priority 6 (School Climate); in addition, the SBE approved the self-reflection tool for Priority 7(Access to a Broad Course of Study). (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc>)

In November 2018, the SBE approved:

* The updated criteria for identifying LEAs for differentiated assistance under the LCFF to incorporate the new local indicator for Access to a Broad Course of Study
* Technical revisions to the local indicator self-reflection tool for Priority 2 (Implementation of State Academic Standards)

(<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item04.docx>)

In March 2019, the SBE approved revisions to the self-reflection tool for Priority 3 (Parental Involvement and Family Engagement). (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.docx>)

In January 2020, the SBE approved revised local indicator performance standards to clarify that LEAs must report the local indicator results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the LCAP.

(<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item06.docx>)

In June 2021, the SBE received an Information Memorandum providing an update on the implementation of Priority 3 (Parental Involvement and Family Engagement), and communicating the CDE’s intent to submit a July 2021 item with proposed revisions to the Priority 3 local indicator self-reflection tool. (<https://www.cde.ca.gov/be/pn/im/documents/jun21memosasd01.docx>)

In July 2021, the SBE approved revisions to the local indicator self-reflection tool for Priority 3 (Parental Involvement and Family Engagement)

(<https://www.cde.ca.gov/be/ag/ag/yr21/documents/jul21item06.docx>)

## Fiscal Analysis (as appropriate)

 For the prior fiscal year, California’s total kindergarten through grade twelve funding within the 2021–22 California Budget Act was $123 billion:

* State: $67.6 billion (54.9 percent)
* Local: $36.6 billion (29.8 percent)
* Federal: $18.8 billion (15.3 percent)

The Every Student Succeeds Act funds is also typically a portion of the total federal funding amount.

## Attachment(s)

None.