

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

sab-sasd-nov23item02

# California State Board of EducationNovember 2023 AgendaItem #08

## Subject

Revision of Performance Standards of Local Indicators within the California School Dashboard and Recommended Action Regarding the Local Indicator Self-Reflection Tool for Priority 1: Basic Services and Conditions.

## Type of Action

Action, Information

## Summary of the Issue(s)

Senate Bill 75 Education finance: education omnibus budget trailer bill (2019–2020) amended California *Education Code* (*EC*) Section 52064.5 to include the reporting requirement of local indicators to a local educational agency’s (LEA’s) governing board or governing body, as applicable, be in conjunction with the adoption of the Local Control and Accountability Plan (LCAP), consistent with *EC* sections 52060, 52066, and 47606.5.

At its January 2020 meeting, the State Board of Education (SBE) approved the following local indicator performance standards.

The approved performance standards require an LEA to:

* Annually measure its progress in meeting the requirements of the specific LCFF priority; and
* Report the 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; and
* Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Pursuant to *EC* sections 52062(b)(2), 52068(b)(2) and 47606.5(a), LEAs are not required to adopt the LCAP at a regularly scheduled meeting of the governing board or body of the LEA. Accordingly, the CDE is recommending the removal of the phrase “at a regularly scheduled public meeting of the local governing board/body” from the second approved performance standard identified above. This amendment will ensure that LEAs are able to meet the SBE-adopted local indicator performance standards while providing LEAs with the flexibility to adopt the LCAP afforded to them in statue.

Additionally, *EC* Section 52064.5 was revised in 2020 to require that local indicators reflect school-level data when the CDE collects or has access to that data. This contrasts with the locally collected data typically used for local indicators. The first local indicator to be impacted by this change is the teacher assignment portion of Priority 1: Basic Services and Conditions (Appropriately Assigned Teachers; Access to Curriculum-Aligned Instructional Materials; and Safe, Clean and Functional School Facilities). In September 2023, the SBE approved the objective criteria for the 2021–22 Teacher Assignment Outcomes within Priority 1; therefore, the CDE is recommending that the self-reflection tool for Priority 1 be revised to reflect the approved objective criteria.

## Recommendation

1. The CDE recommends that the SBE revise the second local indicator performance standard to read as follows:
	1. Report the results as part of a non-consent item at the same public meeting of the local governing board/body at which the LCAP is adopted.
2. The CDE recommends that the SBE approve the proposed revisions to the Local Indicator Self-Reflection Tool for Priority 1: Basic Services and Conditions (Attachment 2).

Additionally, the CDE recommends that the SBE provide further guidance on these recommendations and take additional action as deemed necessary and appropriate.

## Brief History of Key Issues

The SBE has approved local indicators for the LCFF priorities where statewide data was not available, which include self-reflection tools that apply at the LEA-level only. Currently, LEAs are responsible for annually completing the self-reflection tools using locally collected data and uploading the results to the Dashboard, following review of the results at a regularly scheduled school board meeting. If LEAs meet the performance standards for local indicators as adopted by the SBE, the Dashboard will assign a status of Met / Not Met / Not Met for Two or More Years, as applicable.

Further, the SBE is required to establish standards for local performance indicators, including one related to the requirement for an LEA to annually measure its progress in meeting the requirements of *Williams* settlement, which is known as Priority 1. The standard by which an LEA is to measure its progress in meeting the *Williams* settlement was adopted by the SBE at its September 2016 meeting (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>).

The SBE is also required to develop an accountability tool to help LEAs identify strengths, weaknesses, and areas needing improvement across all Local Control Funding Formula (LCFF) priorities. The SBE adopted this tool, including the performance standards for all the local performance indicators and state indicators, at their September 2016 and January 2017 meetings. Performance data from the indicators is reported to the public through the California School Dashboard (Dashboard) (<https://www.caschooldashboard.org/#/Home>).

In approving the new accountability tool, the SBE also approved an annual process to review the approved indicators and performance standards and consider whether changes or improvements are needed based on newly available data, recent research, and feedback from educational partners.

As previously noted, *EC* Section 52064.5 was revised in 2020 to require that local indicators reflect school-level data when the CDE collects or has access to that data and Priority 1: Basic Services and Conditions is the first local indicator to be impacted by this revision. Reflective of the objective criteria for the 2021–22 Teacher Assignment Outcomes within Priority 1 approved by the SBE at its September 2023, the CDE is recommending that the self-reflection tool for Priority 1 be revised to remove the prompt that requires LEAs to identify the number/percentage of misassignments of teachers of English Learners (ELs), total teacher misassignments, and vacant teacher positions. As a reminder, and consistent with the direction provided by the SBE, the CDE will report each LEA’s Teacher Assignment Monitoring Outcome data on the Dashboard beginning with the 2023 Dashboard. LEAs will still be required to report the number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home and the number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies) within the self-reflection tool for Priority 1.

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

In September 2023, the SBE approved the objective criteria for the 2021–22 Teacher Assignment Outcomes within Priority 1. (<https://www.cde.ca.gov/be/ag/ag/yr23/documents/sep23item08.docx>)

In January 2020, the SBE approved the revised standards for local performance indicators requiring LEAs to report annual measure of progress and report the results to the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan. (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item06.docx>)

In April 2019, the SBE received an Information Memorandum which explains the process the SBE followed to establish state and local indicators (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-amard-apr19item03.docx>).

In March 2019, the SBE approved a revised self-reflection tool for Priority 3 (Family Engagement) (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item17.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 (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item01.docx>).

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

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

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 Conditions and Climate Work Group (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item02.doc>).

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

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

In January 2017, the SBE approved the self-reflection tool for the local indicator for Implementation of State Academic Standards (LCFF Priority 2) (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jan17item02a3addendum.doc>).

In November 2016, 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 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. (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/sep16item01.doc>)

In November 2014, the SBE adopted the LCAP template (<https://www.cde.ca.gov/be/ag/ag/yr14/documents/nov14item14.doc>).

## Fiscal Analysis

None

## Attachment(s)

* Attachment 1: Current Priority 1: Basic Services and Conditions Local Indicator Self-Reflection Tool (1 page)
* Attachment 2: Proposed Priority 1: Basic Services Local Indicator Self Reflection Tool (1 page)

## Attachment 1: Current Priority 1: Basic Services and Conditions Local Indicator Self-Reflection Tool

## Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

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

LEAs will provide the information below:

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

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

## Attachment 2: Proposed Priority 1: Basic Services Local Indicator Self Reflection Tool

## Local Control Funding Formula (LCFF) Priority 1 Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools for Priority 1 are provided below.

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

LEAs will provide the information below:

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

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

* The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
* The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
* The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)