



TONY THURMOND
State Superintendent
of Public Instruction

Data and the 2021-22 LCAP

CALIFORNIA DEPARTMENT OF EDUCATION
JANUARY 28, 2021



Webinar Series

TUESDAYS @ 2

- 2/2: LCAP and Annual Update Templates and Instructions for the 2021–22 School Year
- 2/9: Developing Focus Goals and Maintenance Goals for the LCAP

THURSDAYS @ 3

- 1/28: **Data and the LCAP**
- 2/4: Developing Broad Goals for the LCAP
- 2/11: The CA School Dashboard Local Indicator Process for 2021–22

Purpose

- To frame the role data plays within the Local Control and Accountability Plan (LCAP) Process
- To identify the data that LEAs are to use in developing the 2021–22 LCAP
- What Data Are Available at the State Level?
 - New 2020 Dashboard Additional Reports
- What Data Are Not Available at the State Level?
- California Longitudinal Pupil Achievement Data System (CALPADS) Reports that Reflect California School Dashboard (Dashboard) Data

Framing the LCAP

The LCAP development process serves three distinct, but related functions:

- Comprehensive Strategic Planning:
 - Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data
 - LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- Meaningful Stakeholder Engagement
- Accountability and Compliance

The Local Control and Accountability Plan

- LEAs are required to develop, adopt, and annually update a three-year LCAP that describes the goals to be achieved for each student group for each state priority and for any local priorities identified by the local governing board or body of the school district or COE, or in the charter school petition
- The LCAP must include an annual review of the effectiveness of the goals, actions, and services from the prior year

LCFF State Priorities

- Priority 1: Appropriate teacher assignment, sufficient instructional materials, and facilities in good repair
 - Priority 2: Implementation of academic content and performance standards adopted by SBE
 - Priority 3: Parental Involvement and Family Engagement
 - Priority 4: Pupil Achievement
 - Priority 5: Pupil engagement
 - Priority 6: School Climate
 - Priority 7: Course Access
 - Priority 8: Other Pupil Outcomes
 - Priority 9: Expelled Students (COEs only)
 - Priority 10: Foster Youth (COEs only)
- Plus Local Priorities

Data in the LCAP

- Stakeholder Input Data
- Metrics and Outcomes Data
- Fiscal Data
- Analysis Data
- Quantitative Data
- Qualitative Data

What Data Do We Use for 2021–22?

In the absence of state and local indicators within the California School Dashboard (Dashboard), LEAs will use **available state and local data and stakeholder input** to

- inform the review of progress for the 2019–20 and 2020–21 school years
- identify needs
- identify metrics, baselines, and desired outcomes for goals
- determining whether or not actions identified as contributing to the increased or improved services in the 2017–2020 LCAP were effective as expected, as applicable

Addressing Required Metrics

- State Priorities 4, 5 and 6 specify required metrics for measuring progress
- In some instances data for a specific required metric is not available due to the impact COVID-19
- For 2021–22 it is appropriate to consider the intent of the required metric and to use one or more local metrics that meet this intent to establish baselines and desired outcomes.

An Example

- State Priority 4 identifies the California Assessment of Student Performance and Progress (CAASPP) as one of the required metrics for Student Achievement
 - The purpose of the CAASPP is to measure student progress in English language arts and literacy (ELA), mathematics, science and reading and language arts in Spanish
 - For 2021–22, LEAs will use one or more comparable assessments of student progress in ELA, mathematics and science as a metric and use the metric(s) to establish baseline(s) and desired outcome(s)

Data and the 2021–22 Local Control and Accountability Plan

Analysis, Measurement, and Accountability Reporting Division

January 2021



TONY THURMOND
State Superintendent of Public Instruction

Topics

- What Data Are Available at the State Level?
 - New 2020 Dashboard Additional Reports
- What Data Are Not Available at the State Level?
- California Longitudinal Pupil Achievement Data System (CALPADS) Reports that Reflect California School Dashboard (Dashboard) Data

What Data Are Available at the State Level?

Before We Begin...

Where Do the Data Come From?

- Each year, local educational agencies (LEAs) collect and submit school student-level data to CALPADS.
- To support LEAs in submitting accurate data, a number of reports were developed within CALPADS that allow LEAs to review and validate their data before certification.
- Additional data points are collected by LEAs, but not reported to CALPADS.

Approved Federal Waiver and Passage of Senate Bill (SB) 98

- **March 2020:** U.S. Department of Education (ED) approved California's request to waive statewide accountability and reporting requirements for 2019–2020.
 - Releases requirement to produce state indicators for 2020 Dashboard.
- **June 2020:** Senate Bill (SB) 98 prohibited the California Department of Education (CDE) from publishing *state and local indicators* in the 2020 Dashboard.
 - Requires CDE to publish valid and reliable data collected in 2019–2020 that would have been included in the 2020 Dashboard

2020 Dashboard

- Released on December 14, 2020
- Reports:
 - Local educational agency (LEA)/school details
 - Student population data
 - Link to the COVID-19 and Data Reporting web page (<https://www.cde.ca.gov/ls/he/hn/coviddatareporting.asp>), which provides the reporting status and location of the valid and reliable data collected in 2019–2020

2020 Additional Reports

- Released on January 15, 2021
- Reports:
 - Graduation Rates:
 - Combined four- and five-year rates, and
 - Dashboard Alternative School Status (DASS) rates
 - CCI data

More on 2020 Additional Reports

- **Data files** and **FAQs** associated with the additional reports are also available at:
 - 2020 Data Release web page at:
<https://www.cde.ca.gov/ta/ac/cm/datafiles2020.asp>
 - 2020 Data Release FAQs at:
<https://www.cde.ca.gov/ta/ac/cm/datarelease2020faq.asp>

Suspension Rate Data

- 2019–20 school year suspension rates were:
 - Released publicly on January 26, 2021 on DataQuest
 - Data is not comparable to prior year data

What Data Are Not Available at the State Level?

Assessment Results

- Assessment results used to produce the Academic Indicator and the English Learner Progress Indicator (ELPI) were not available in 2020 due to the suspension of the:
 - California Assessment of Student Performance and Progress (CAASPP) and
 - English Language Proficiency Assessments of California (ELPAC)

Chronic Absenteeism Rate Data

- After consulting with the Technical Design Group, the CDE determined that the 2019–20 Chronic Absenteeism data were not reliable.
 - Therefore, these data are not reported for the 2019–20 school year.

What Absenteeism Data is Being Collected by Districts?

- SB 98 established California *Education Code* Section 43509 and the Learning Continuity and Attendance Plan (Learning Continuity Plan) requirements for the 2020–21 school year, which requires districts to collect distance learning data
 - Document daily participation
 - Complete weekly engagement records that document synchronous and asynchronous instructions and tracks assignments for each student
 - Note that these data are not submitted to the CDE

Additional Absenteeism Data Collected Locally

- Districts are also required to develop re-engagement strategies for students who are absent 3 days or **60 percent** of the instructional day.
- This local data provides much more data than would have been reported in a chronic absenteeism rate.
 - For questions about the plan, contact your district's appointed supervisor of attendance

Crosswalk of CALPADS Reports with Dashboard Indicators

CALPADS Submission

- As noted earlier, a majority of Dashboard data are derived from CALPADS
 - Several End-of-Year (EOY) CALPADS reports were developed so LEAs can review the accuracy of their data prior to certification.
 - These reports also provide additional information not publicly reported in the Dashboard or DataQuest

Accessing CALPADS

- Each LEA has at least one (but no more than two) CALPADS LEA Administrators who can log onto CALPADS.
 - Due to limited access to this system, LEAs are encouraged to have strong local data management practices so that staff can work together to review their data and reports.
 - Example: CALPADS LEA Administrators and Accountability Coordinators should work together throughout submission and certification to ensure that the CALPADS data are reflective of their student population.

CALPADS Reports

- The following table identifies specific CALPADS reports that are tied to Dashboard state indicators.

Dashboard State Indicator	CALPADS Report #
Suspension Rate	7.10 and 7.12
Chronic Absenteeism Rate	14.1 and 14.2
College/Career	3.10, 3.11, 3.14, 3.15, 15.1, and 15.2
Graduation Rate	15.1 and 15.2

Suspension Rate: CALPADS Reports 7.10 and 7.12

- 7.10 is the summary aggregate report
- 7.12 is the student-level report
- These reports provide:
 - The total in-and out-of-school suspensions
 - The number of students receiving instructional support
 - The number of students removed to interim alternate settings

Chronic Absenteeism: CALPADS Reports 14.1 and 14.2

- 14.1 is the summary aggregate report
- 14.2 is the student-level report
- LEAs can use these reports to identify the percent of student absences:
 - Less than 5%
 - Equal/greater than 5% and less than 10%
 - Equal/greater than 10% and less than 20%
 - Equal/greater than 20%

Graduation Rate: Aggregate Data

- LEAs can access two reports to view aggregate data:
 - CALPADS Report 15.1
 - Graduation Rate Additional Reports
 - Both reports provide summary information at the LEA, school, and student group levels

Graduation Rate: Student-Level Data

- For a deeper dive into the graduation rate data, LEAs can review CALPADS Report 15.2 for student-level information. This report can be used to:
 - Determine which students are in the cohort and removed from the cohort
 - Review outcomes once students are exited
 - Did the student graduate with a high school diploma? Or is the student still enrolled?

College/Career: Aggregate Data

- LEAs can access multiple reports to view aggregate data:
 - CALPADS Reports 3.10, 3.14, and 15.1
 - 3.10 - course section completion
 - 3.14 - Career Technical Education (CTE) completion
 - 15.1 - completion of a-g, State Seal of Biliteracy, Pre-Apprenticeship, and State or Federal Job Program
 - College/Career Measures Additional Report
 - Provides summary information on how many students met each of the measures in the CCI Prepared and Approaching Prepared Levels

College/Career: Student-Level Data

- For an in-depth look into the college/career data, LEAs can review the following student-level CALPADS Reports:
 - 3.11 - course section completion
 - 3.15 - CTE completion
 - 15.2 - completion of a-g, State Seal of Biliteracy, Pre-Apprenticeship, and State or Federal Job Program

Sample Report 15.2

Student Enrollment Start Date	Student Enrollment Exit Date	Student Exit Reason	Student Completion Status	Seal of biliteracy	UC/CSU Requirements Met	Workforce Readiness Program Completion	Food Handler Certification Program Completion	Pre-Apprenticeship Certification Program Completion	Pre-Apprenticeship Program (non-certified) Completion
08/27/2018	06/11/2019	E230	100	Yes	Yes	N	N	N	N
08/27/2018	06/11/2019	E230	100	Yes	Yes	N	N	N	N

Live Demonstration of 2020 Additional Reports

<https://www6.cde.ca.gov/californiamodel/>

Closing Thoughts

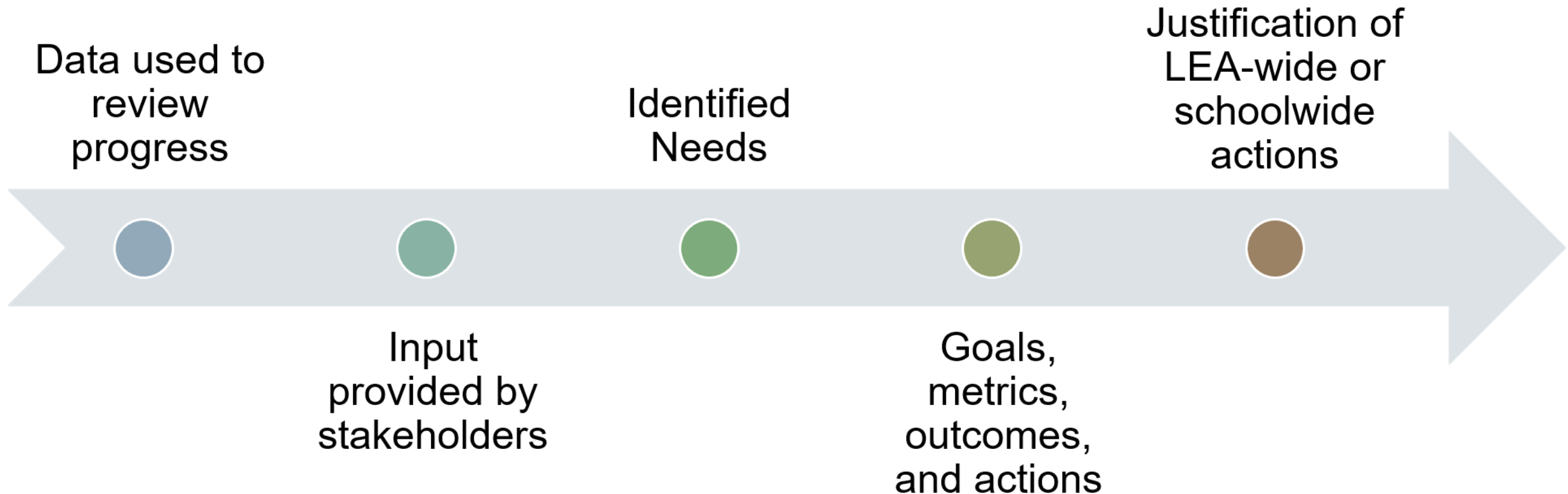
Utilize Available Data

Use **available state and local data and stakeholder input** to

- inform the review of progress for the 2019–20 and 2020–21 school years
- identify needs
- identify metrics, baselines, and desired outcomes for goals

This may include data collected following the closure of schools in 2020, data collected to inform “return to school” plans or reopening plans, and other such data.

The Through-line



*See [Addendum 1](#) for descriptive text

Another Look at Data

Join us for a second look at data!

On February 18, 2020, we will hold a Thursday @ 3 to look at available data for English Learners and other data that LEAs may use to inform the development of their 2021–22 LCAP.

Upcoming Webinars

TUESDAYS @ 2

- 2/2: LCAP and Annual Update Templates and Instructions for the 2021–22 School Year
- 2/9: Developing Focus Goals and Maintenance Goals for the LCAP

THURSDAYS @ 3

- 2/4: Developing Broad Goals for the LCAP
- 2/11: The CA School Dashboard Local Indicator Process for 2021–22
- 2/18: Data and the LCAP, Part 2

Questions

- If you have any questions, please contact the Local Agency Systems Support Office at LCFF@cde.ca.gov
- Tuesdays @ 2 webpage:
<https://www.cde.ca.gov/fg/aa/lc/tuesdaysat2.asp>

Addendum 1

A large arrow pointing from left to right with 5 colored circles (blue, aqua green, green, olive green, and brown) in the middle that illustrates how the process should be implemented in chronological order. First is “Data used to review progress”. Second dot is “Input provided by stakeholders”. Third dot is “Identified Needs”. Fourth dot is “Goals, metrics, outcomes, and actions”. Fifth dot is “Justification of LEA-wide or schoolwide actions”.