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The California School Dashboard Local Indicator Process

FOR 2021-22

CALIFORNIA DEPARTMENT OF EDUCATION

FEBRUARY 11, 2021

Webinar Series

THURSDAYS @ 3

- <mark>2/11: The CA School Dashboard Local Indicator Process for 2021-22</mark>

- 2/18: Data and the LCAP, Part 2

Purpose

- To provide attendees with an understanding of the history behind the LCFF, the LCAP, California's accountability system, and the principles upon which they are based.

Framing

Multiple Measures

- LCFF created a school accountability system that utilizes multiple measures to inform educators, parents, and the public of student achievement

- Statute required the State Board of Education (SBE) to develop evaluation rubrics to
  - assist local educational agencies (LEAs) in evaluating their strengths, weaknesses, and areas that require improvement, and
  - assist in identifying LEAs in need of technical assistance and the specific priorities that the technical assistance should focus on

State and Local Indicators

- The SBE adopted state and local indicators to measure school district and individual schoolsite performance in regard to each of the state priorities, as required by law

- Performance data on state and local indicators is publicly reported in the California School Dashboard

  - **State Indicators** apply to all LEAs, schools, and student groups and are based on data that is collected consistently across the state (Priorities 4, 5, 6 and 8)

  - **Local Indicators** apply at the LEA and charter school level and are based on data collected at the local level (Priorities 1, 2, 3, 6, 7, 9 and 10). Note, priorities 9 and 10 are for COEs only.

Indicators by Priority Areas

The following table shows each priority area and its corresponding state and/or local indicator (an asterisk (*) indicates not applicable):

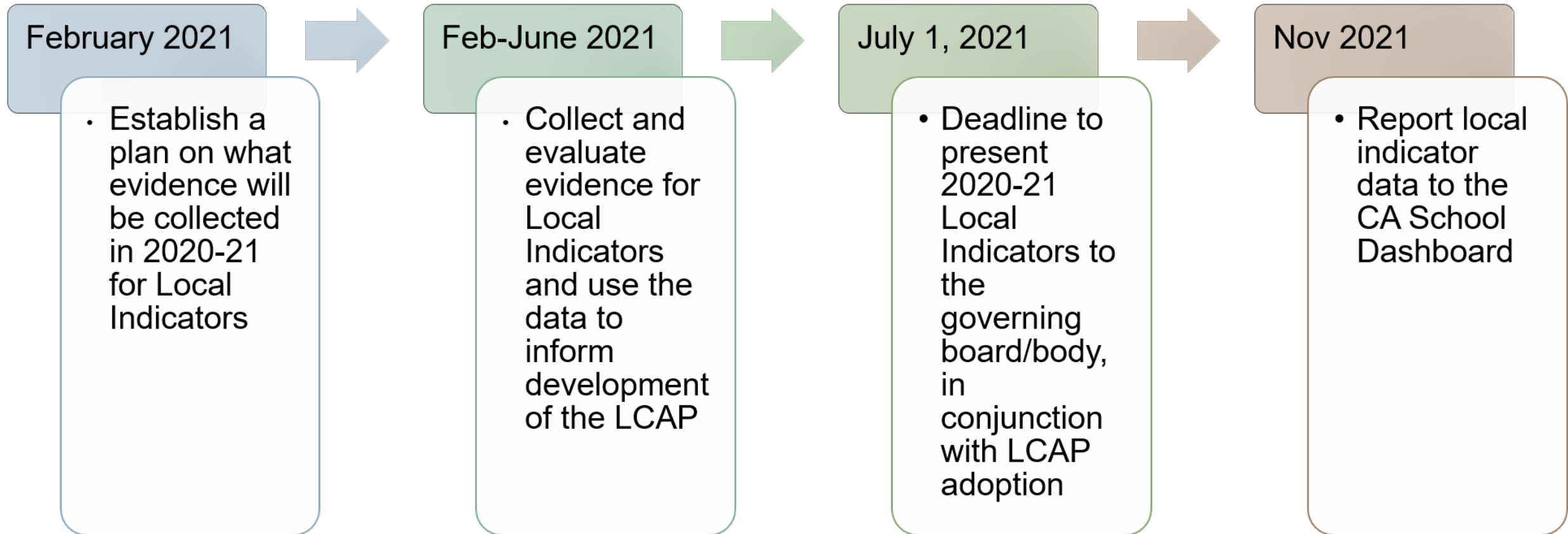| Priority Area	State Indicator	Local Indicator
Basic Services or Basic Condition at schools (Priority 1)	*	Basics Conditions at School
Implementation of State Academic Standards (Priority 2)	*	Implementation of State Academic Standards
Parent Involvement and Family Engagement (Priority 3)	*	Parent Engagement
Student Achievement (Priority 4)	Academic Indicator English Learner Indicator	*
Student Engagement (Priority 5)	Chronic Absence Indicator Graduation Rate Indicator	*
School Climate (Priority 6)	Suspension Rate Indicator	Local Climate Survey
Access to a Broad Course of Study (Priority 7)	College/Career Indicator	Access to a Broad Course of Study
Outcomes in a Broad Course of Study (Priority 8)	College/Career Indicator	*
Coordination of Services for Expelled Students (Priority 9)	*	Coordination of Services for Expelled Students
Coordination of Services for Expelled Students (Priority 10)	*	Coordination of Services for Foster Youth

Local Indicators

Local indicators apply to all LEAs, which are defined by statute as:

- County Offices of Education (COEs)
- School Districts
- Charter Schools

Local Indicators Timeline

February 2021
- Establish a plan on what evidence will be collected in 2020-21 for Local Indicators

Feb-June 2021
- Collect and evaluate evidence for Local Indicators and use the data to inform development of the LCAP

July 1, 2021
- Deadline to present 2020-21 Local Indicators to the governing board/body, in conjunction with LCAP adoption

Nov 2021
- Report local indicator data to the CA School Dashboard

*see Addendum 1 for descriptive text

Performance Standards

- In January of 2020, the SBE revised the performance standards for each local indicator to require LEAs to:
  - Annually measure its progress in meeting the requirements of the specific LCFF priority.
  - 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.
  - Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

Local Indicator Tools

Overview of Local Indicators (1)

Priority 1-Teachers, Materials, Facilities

- teacher mis-assignments and vacant teacher positions

- students without access to standards-aligned instructional materials

- instances where facilities do not meet the "good repair" standard

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

Overview of Local Indicators (2)

Priority 2 - Implementation of State Standards

- Narrative Summary or

- Rating Scale

Priority 3- Parent and Family Engagement

- Narrative and Rating Scale

Overview of Local Indicators (3)

Priority 6- School Climate

- Narrative Summary

Priority 7- Broad Course of Study Access

- Narrative Summary

Overview of Local Indicators (4)

Priority 9 - Coordination of Services for Expelled Students (COE only)

- Rating Scale

Priority 10 - Coordination of Services for Foster Youth (COE only)

- Rating Scale

What Data Do We Use?

The type of data/evidence an LEA uses to inform its local indicator self-reflection tools is locally determined, however the data must be sufficient to measure progress on each priority. Examples of data to use include

- available state data;

- data available at the LEA and school level; and

- stakeholder input (students, parents, community, teachers, and staff)

Self-Reflection Tools

Self-reflection tools are available in the **Local Performance Indicator Quick Guide** located on the CDE California School Dashboard and System of Support web page at:

https://www.cde.ca.gov/ta/ac/cm/documents/localindquickref2021.docx

Informing the LCAP

LCAP Instructions

The 2021-24 LCAP template instructions prompt LEAs to consider their analysis of local data and what they learn from the self-reflection process.

Local Indicators are explicitly referenced in the instructions for:

- Plan Summary
- Goals and Actions

Plan Summary: Identified Need

Referring to the Dashboard, identify:

- Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

Goals and Actions: Prioritized Need

"LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP….."

Goals and Actions: Metrics

Metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related LCFF priorities, in each LCAP year as applicable to the type of LEA.

To the extent an LCFF priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP.

For these priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Example of the Process

Access to a Broad Course of Study

For Priority 7, Access to a Broad Course of Study, LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

Priority 7 Local Indicator (1)

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent

   ◦ to which all students have access to, and are enrolled in, a broad course of study, based on

   ◦ grade spans,

   ◦ unduplicated student groups (i.e. low-income, English-learner, and foster youth students), and

   ◦ individuals with exceptional needs (i.e. students with disabilities) served.

Priority 7 Local Indicator (2)

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

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

Priority 7 Local Indicator (3)

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

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

Summarizing the Local Indicator

- What measures/tools used?

- To what extent do all students have access to and are enrolled in a broad course of study?
  - Are there any differences across school sites, student groups?

- What are the barriers?

- What measures, actions, goals result?

Measures and Tools

- What measures/tools are used?
  - Site schedules
  - Graduation requirements
  - Master schedule tool to track course enrollment
  - Report cards

Extent of Access and Enrollment

- To what extent do all students have access to and are enrolled in a broad course of study? Any differences across school sites, student groups?
  - 88% of 7th graders completed a world language course
  - 75% of unduplicated 7th graders completed a world language course
  - 60% of special education 7th graders completed a world language course

Identifying Barriers

- What are the barriers?
  - Matching credentialing of existing teachers to desired electives
  - Meeting credentialing requirements to teach dual enrollment courses
  - Over/Under representation of student groups in specific classes

Ensuring Access

- What revisions, decisions, or new actions have resulted from this analysis?
  - Support teachers with the training or credentialing programs needed
  - Increase 7th grade world language course completion rate to 95% for all students

Impact on the LCAP (1)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of 7th grade students completing a world language course with C or better	88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95%

Impact on the LCAP (2)

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023-24
% of unduplicated 7th grade students completing a world language course with C or better	88%	[Insert outcome here]	[Insert outcome here]	[Insert outcome here]	95%

Closing Thoughts

Don't Duplicate Efforts!

- Identify data, measures, and tools to track progress on each of the local indicators

- Incorporate evaluation of local indicator data into the work of analyzing and planning for the LCAP
  - LEA-level
  - School-level
  - Stakeholders

- Use this analysis and input related to it to inform the development of the LCAP

Upcoming Webinars

THURSDAYS @ 3

- 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

Timeline graphic with 4 timeframes in colored rectangles with coordinating arrows going from left to right. Under each timeframe rectangle there is a larger rectangle, off center to the right, with information regarding the timeframe listed with a bullet point. The first timeframe is February 2021 with a bullet point "Establish a plan on what evidence will be collected in 2020-21 for Local Indicators". The second is Feb-June 2021 with a bullet point "Collect and evaluate for Local Indicators and use the data to inform development of the LCAP". The third is July 1, 2021 with a bullet point "Deadline to present 2020-21 Local Indicators to the governing board/body, in conjunction with LCAP adoption". The fourth is Nov 2021 with a bullet point "Report local indicator data to the CA School Dashboard".