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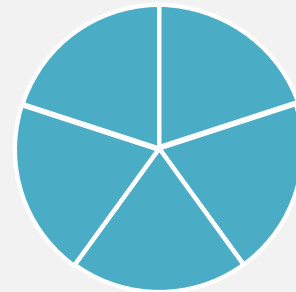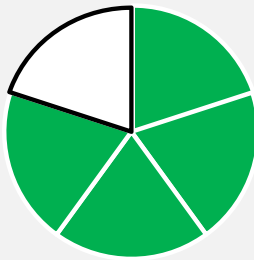
Putting the Pieces Together

Session 2

Utilizing the LCAP Rubric to create a high quality annual review

~~The LCFF Evaluation Rubric~~

The California School Dashboard

Using the New System
(Part 1)

State Performance Indicators

Initial Phase of LCFF Evaluation Rubrics

STATE PERFORMANCE CATEGORY LEGEND

⬤	Blue		Highest
⬤	Green		
⬤	Yellow		⬍
⬤	Orange		
⬤	Red		Lowest
*	Between 11 and 29 pupils	Between 11 and 29 pupils for whom data is reported for the applicable performance indicator	
---	Less than 11 pupils	Less than 11 pupils for the applicable performance indiicator	
N/A	Not applicable or applicable	Data is not available or the performance indicator is not applicable	

State Priority 4	**Academic Achievement Indicator**	• Grades 3-8 Smarter Balanced results in ELA and Math; status and change will be a scale score (TBD at SBE January meeting) • Results on the Next Generation Science Standards assessment, when available
State Priority 4	**English Learner Indicator**	• CELDT score and reclassification rate; status and change
State Priority 5	**High School Graduation Rate Indicator**	• 4-year cohort; status and change • 3-year average
State Priority 6	**Suspension Rate Indicator**	• By grade span
State Priority 7 & 8	**College/Career Indicator**	• 1st phase; status and change • Combines Grade 11 test scores on ELA and math and other measures of college and career readiness (i.e., AP classes, A-G courses) • Results on the College and Career Indicator, when available
State Priority 5	**Chronic Absence Indicator**	• Populated when data becomes available

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Performance Categories

❖ For each indicator, the **combination of status and change** results in a performance category.*

❖ Each performance category is represented by a color.

❖ **GREEN** or **BLUE** are the performance targets.

❖ **RED**, **ORANGE**, or **YELLOW** means there is work to be done.

RED
ORANGE
YELLOW
GREEN
BLUE

* Except for new / first-year data.

Blue   Green   Yellow   Orange   Red

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4

Closing Student Subgroup Gaps

RED
ORANGE
YELLOW
GREEN
BLUE

Students groups are identified with **30 or more pupils LEA-wide**.

Foster Youth & Homeless = 15 or more pupils LEA-wide.

❖ Students groups are identified with **30** or more pupils LEA-wide.

❖ Foster Youth and Homeless are identified as a significant subgroup with **15** or more pupils.

A new addition to the LCAP Plan Summary will be to ask districts to address student subgroup performance when the subgroup is 2 or more performance categories apart from the "ALL" student group.

Example:

❖ RED/ORANGE student group

❖ GREEN "ALL students" group

5

California School Dashboard

A new website that shows how local educational agencies (LEAs) and schools are performing on the indicators included in California's new school accountability system.

Background

▸ The State Board of Education (SBE) adopted a new accountability tool required by LCFF, called the **evaluation rubrics**, that includes a set of state and local measures.

▸ The tool is the result of **more than a year of stakeholder engagement** and SBE actions.

▸ The Dashboard is how performance data from the evaluation rubrics are shown to LEAs and the public.

▸ Stakeholders can use the Dashboard to see how LEAs and schools are meeting the needs of their students.

Key Shifts

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by **more** than a single test score	**Increased** focus on addressing disparities among student groups	**More** information to support the local strategic planning process

Key Features

▸ **Easy to use reports:** The Dashboard includes reports showing LEA or school performance on:

   ▸ **6 state performance indicators,** and

   ▸ **4 local indicators**

      ▸ **6 for county offices of education (COEs)**

▸ **LEA/school search:** Users can view reports that present the performance data in different ways.

CALIFORNIA SCHOOL DASHBOARD
(LCFF Evaluation Rubrics)

10 Indicators to Measure Performance

6 State Indicators
Performance Categories:

4 Local Indicators
Criteria Categories:
Met / Not Met / Not Met for Two or More Years

College & Career *
Percent of students prepared for college & career

Graduation Rate
Percent of students who earn a regular H.S. diploma

Basic Conditions

Academics
Distance from the lowest score needed for "Standard Met"

English Learner Progress
Percent of English Learners making one year's progress

Implementation of Academic Standards

Parent Engagement

Chronic Absenteeism *

Suspension Rate
Percent of students who were suspended

School Climate

* Implementing in 2017 – 2018
* Pending adoption by the State Board of Education in 2017 – 2018

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L. Karen Monroe, Superintendent
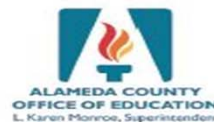
Indicators by Priority

Local Control Funding Formula Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator*	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator*	
Priority 8	College/Career Indicator*	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

Reference Charts (AKA 5 X 5 Grids)

❖ The model uses percentiles to create a 5x5 grid that combine **Status** and **Change** that are equally valued in making an overall determination for a **Performance Category** (represented by a color) for each indicator.

❖ The model will be applied to all LEAs, schools (except Alternative Schools), and significant student groups.

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

Status is based on the *current* year performance.

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

Reference Charts (AKA 5 X 5 Grids)

▸ Example: An LEA with a "High" **Status** and an "Increased" in **Change** will receive an overall performance of **Green**.

Change

Levels	Declined Significantly	Declined	Maintained	Increased	Increased Significantly
Very High	Yellow	Blue	Blue	Blue	Blue
High	Orange	Yellow	Green	Green	Blue
Median	Orange	Orange	Yellow	Green	Green
Low	Red	Orange	Orange	Yellow	Yellow
Very Low	Red	Red	Red	Orange	Yellow

Status

State Performance Levels

Blue

Green

Yellow

Orange

Red

Highest
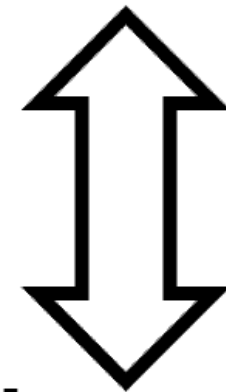
Lowest

The color and amount of fill (e.g., Green always has four segments filled, Red always has only one segment filled) are two ways of showing the performance level. This ensures accessibility for all individuals and that the reports are useable when printed in black-and-white or photocopied.

Numerically Significant Student Groups

Less than 30 students

▸ **No performance level reported** for any indicator with fewer than 30 students

▸ **Status and change displayed** for student groups with 11 to 29 students.

▸ Reported as an **asterisk (*)** for all students and student groups ≤ 10.

No Available Data

▸ Where data is currently not available, it is reported as **not applicable (N/A).**

State versus Local Performance

State	Local
	Met Not Met Not Met for Two or More Years
Performance determined by state based on reference charts	Performance determined by LEA based on state-created standards

Methodology

State used actual results for districts and school types to **place districts on a continuum.**

- Each indicator has its own set of cut points which are intended to be a realistic expectation for attainment.

- Cut points will stay the same for 3-5 years or until SBE determines a need to make a change.

See SBE Memo "Proposed Percentile Cut Scores for State Indicators"
August 25, 2016   LINK: http://bit.ly/2e6AKVT

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Status Cut Score Comparison

College / Career Indicator

Percentile	%Prepared For College or Career	Status Level
5	0.8	Very Low
10	2.8	Very Low
15	6.9	Very Low
17.3	10.0	Low
20	13.3	Low
22.3	15.0	Low
25	17.0	Low
30	20.2	Low
35	23.0	Low
40	24.8	Low
40.4	25.0	Median
45	27.3	Median
50	29.0	Median
55	31.0	Median
60	33.1	Median
65	34.8	Median
70	37.3	Median
75	41.1	Median
80	43.8	Median
82.3	45.0	High
85	47.1	High
90	53.8	High
93.3	60.0	Very High
95	63.4	Very High

Total number of schools = 608

The tables display "Status" cut scores based on the statewide LEA distribution.

English Learner Indicator

Percentile	Moved Up at Least One Performance Level in Current Year Plus Reclassified in Prior Year	Status Level
5	52.81	Very Low
10	57.40	Very Low
14.6	60.00	Low
15	60.23	Low
20	62.30	Low
25	63.85	Low
30	65.40	Low
35	66.70	Low
37.3	67.00	Median
40	67.70	Median
45	68.60	Median
50	69.70	Median
55	70.70	Median
60	71.90	Median
65	73.10	Median
70	74.60	Median
71.7	75.00	High
75	76.05	High
80	77.96	High
85	80.17	High
90	83.58	High
91.5	85.00	Very High
95	88.28	Very High

Total number of LEAs = 1,181

Academic Indicator

➢ CDE staff worked with ETS and the TDG on multiple approaches for using scale scores, focusing on a methodology known as Distance from Level 3 (i.e., Distance from "Standard Met").

➢ In this methodology, each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).

Shift to Scale Score Methodology

➤ Percent proficient (under NCLB) skewed attention toward students scoring just below the proficiency threshold ("bubble kids"). Disincentivized schools from looking at the academic performance of all students.

➤ Schools and districts are given credit for each student's growth.

➤ Provides a fairer way to provide equal weight to all students.

Shift to Scale Score Methodology (Cont.)

➢ Scaled scores can be used to illustrate both students' and their cohorts' current level of achievement and their growth over time.

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Distance from Level 3

MATH CAASPP Scale Score Ranges
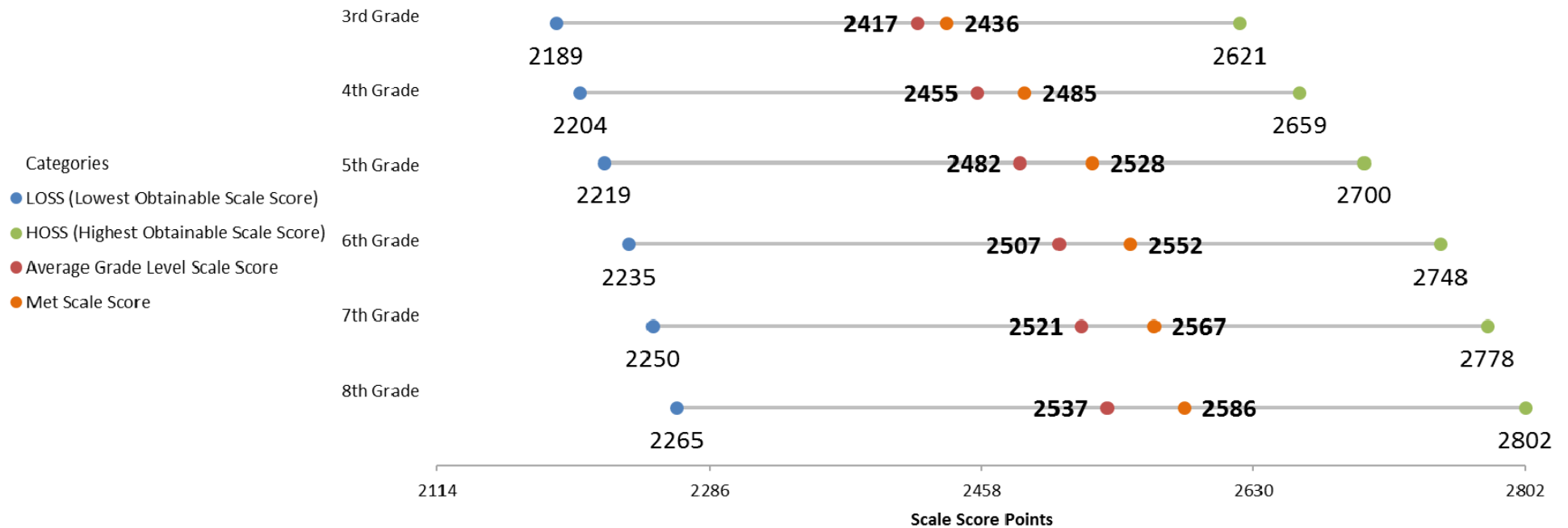
Distance from Level 3 (Cont.)

- The results of DF3 show, on average, the needed improvement to bring the average student to Level 3 or the extent to which the average student exceeds Level 3.

- Note: A student must be continuously enrolled to be included in the calculations. (Continuous enrollment is defined as enrollment from Fall Census Day [first Wednesday in October] to testing without a gap in enrollment of more than 30 consecutive calendar days.)

Next Steps: Moving Toward a Growth Model

Date	Activity
January 2017	SBE engages in conversation and provides direction on the growth model selection criteria.
February 2017	The CDE, along with technical advisors, reviews potential growth models to the SBE suggested growth model selection criteria.
March 2017	The CDE presents to the SBE the results of the review of the growth models to the selection criteria. The CDE recommends, and the SBE takes action on, which growth models to conduct simulations.
Spring/Summer 2017	The CDE, along with technical experts, conduct data simulations on the models approved at the March SBE meeting. The CDE conducts outreach stakeholder outreach to gather input on the various options.
Summer/Fall 2017	The CDE will provide an SBE Information Memorandum that provides an update on the status of the review of models.
Fall 2017	The CDE presents to the SBE the results of the data simulations and outreach activities for information purposes.
March 2018	The CDE recommends, and the SBE approves, the selection of a growth model for inclusion in the 2018 accountability system (baseline).

Academic Indicator

Status

A district's "Status" is calculated by adding the 'Distance From Level 3' (DF3) scores of all students in grades 3rd – 8th, and dividing the sum by the total number of students.

For example:

3rd grade students' DF3 is −20 points	4th grade students' DF3 is +14 points	5th grade students' DF3 is +20 points	6th grade students' DF3 is −13 points	7th grade students' DF3 is +6 points	8th grade students' DF3 is +23 points

$$\text{Distance From Level 3 Average} = \frac{-20 + 14 + 20 - 13 + 6 + 23}{6}$$
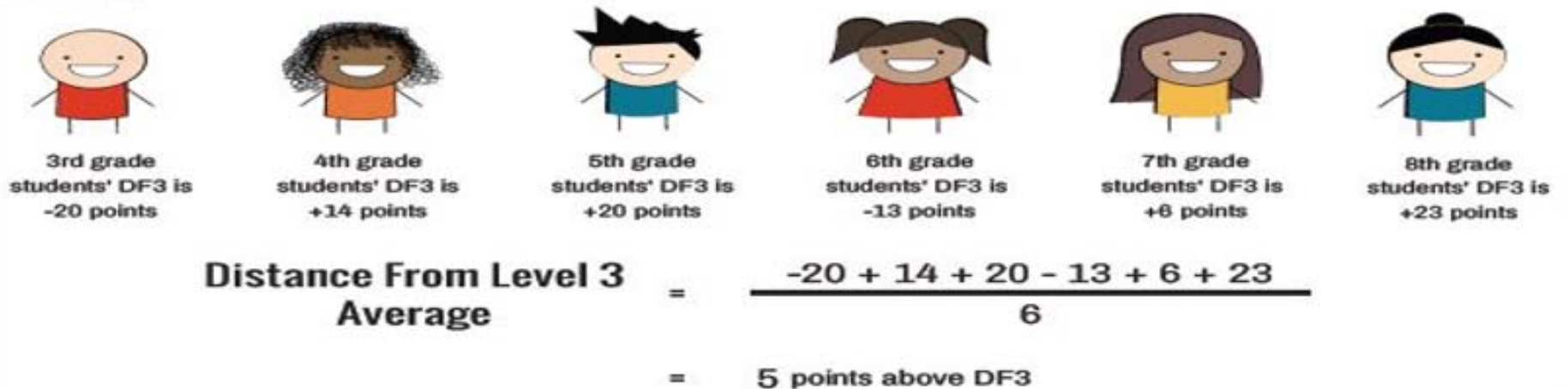
$$= 5 \text{ points above DF3}$$

Change

A district's "Change" is calculated by finding the difference between the current year's and the prior year's "Status." The example below illustrates a district's "Change" from 2015 (7 points below DF3) to 2016 (5 points above DF3).

increased **12** points

7 points below DF3

5 points above DF3
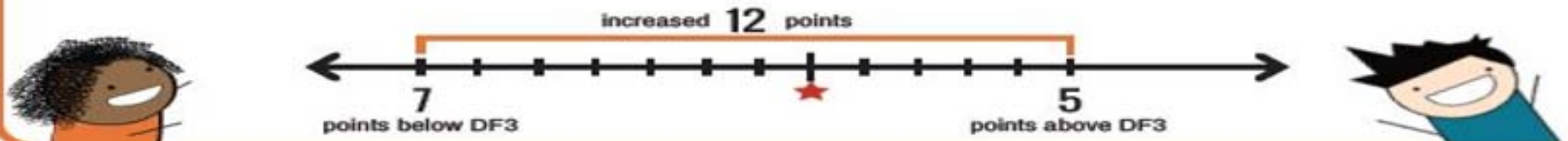
Academic Indicator: ELA/Literacy

Status is measured by the average Distance From Level 3 (DF3) of all students in grades 3rd - 8th.

Change is based on the difference in "Status" from current year to prior year.

Performance is the 25 color categories based on "Status" and "Change."

		Change				
	Level	**Declined Significantly** by more than 15 points	**Declined** by 1 to 15 points	**Maintained** Declined by less than 1 point or improved by less than 7 points	**Increased** by 7 to less than 20 points	**Increased Significantly** by 20 points or more
Status	**Very High** 45 or more points above	Yellow	Green	Blue	Blue	Blue
	High 10 above to less than 45 points above	Orange	Yellow	Green	Green	Blue
	Median 5 below to less than 10 points above	Orange	Orange	Yellow	Green	Green
	Low More than 5 below to 70 points below	Red	Orange	Yellow	Yellow	Yellow
	Very Low More than 70 points below	Red	Red	Red	Orange	Yellow

Simulation Results Using DF3 Methodology

School Distribution of the EL Student Group: ELA Academic Indicator Performance Categories by Student Group Definition

EL Student Group Definition	Red	Orange	Yellow	Green	Blue	Total	Difference
EL Plus Four Years RFEP or Less	760 (13.3%)	847 (14.8%)	3,271 (57.2%)	507 (8.9%)	337 (5.9%)	5,722	N/A
EL Plus Two Years RFEP or Less	1,142 (21.3%)	985 (18.4%)	2,779 (52%)	242 (4.5%)	201 (3.8%)	5,349	-373
EL Only	1,818 (40.3%)	1,153 (25.6%)	1,469 (32.6%)	40 (0.9%)	29 (0.6%)	4,509	-1,213

Denominators & Definitions of ELs

Indicator	Denominator	English Learner (EL) Definition	Data Source
Graduation Rate	All students in the four-year graduation cohort	EL at any time during the four-years in high school	CALPADS
Suspension Rate	Enrollment (Cumulative enrollment or the total count of unique [unduplicated] primary, secondary, and short-term enrollments within the academic year.	EL at any time during the current year	CALPADS
English Learner	Annual CELDT test takers *plus* English learners who were reclassified in the prior year	(see column to the left)	CELDT file from testing vendor; reclassification data from CALPADS
College/Career	All students in the four-year graduation cohort	EL at any time during the four-years in high school	CALPADS
Academic (ELA, math)	All students who take the Smarter Balanced Summative Assessments in grades three through eight and are continuously enrolled*.	EL at the time of testing *plus* ELs who were reclassified within the last four years. (Note: The State Board is reviewing the reclassification criteria.)	CAASPP file from testing vendor; reclassification data from CALPADS

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28

English Learner Progress Indicator

- This indicator applies to LEAs and schools that have 30 or more students who took an **annual** California English Language Development Test (CELDT).

- **Note:** Because 86% of schools have no significant, or only one significant race/ethnic student group within the EL group, only EL data will be reported for the ELPI.

CELDT Data

- The CELDT has five overall performance levels:
  - Beginning
  - Early Intermediate
  - Intermediate
  - Early Advanced
  - Advanced

CELDT Data (Cont.)

- Because the CELDT Intermediate performance level has a large range of scale scores, many students stay in the intermediate level for multiple years. As a result, stakeholders advised, and the SBE approved, that this level be divided into two, for accountability purposes only, to recognize the substantial growth that can be made within this particular level.

CELDT Data (Cont.)

- Therefore, the ELPI uses **six** overall CELDT performance levels:
  - Beginning
  - Early Intermediate
  - *Low* Intermediate
  - *High* Intermediate
  - Early Advanced
  - Advanced

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ELPI Model (Cont.)

- Students who scored Early Advanced or Advanced Proficient in the prior year and maintained that performance level for the current year will be included in the numerator for the ELI calculation. This is the only set of annual CELDT test takers who are not required to advance one CELDT performance level.

- ELs who were reclassified in the prior year will also be included in the numerator and denominator for the ELI calculation.

ELPI Formula: Numerator

- Annual CELDT test takers who:
  - Increased at least one CELDT level compared to the prior year
  - Maintained Early Advanced/Advanced English Proficient
- ELs who were reclassified in the prior year

ELPI Formula: Denominator

- Total number of annual CELDT test takers
- ELs who were reclassified in the prior year

ELPI: Student Case Studies

	No Progress	Progress	Notes
Student 1: • Last year's overall CELDT score was **Early Advanced** *This year:* • Overall CELDT score of **Early Advanced** • CELDT reading score of **Early Advanced** • CELDT writing score of **Advanced** • Met district criteria for Academic Performance • Teacher recommends student for reclassification • Parent agrees		CELDT 1 Year Progress Reclassified	
Student 2: • Last year's overall CELDT score was **Early Advanced** *This year:* • Overall CELDT score of **Advanced** • CELDT reading score of **Early Advanced** • CELDT writing score of **Early Advanced** • Did not meet district criteria for Academic Performance		CELDT 1 Year Progress Reclassified	
Student 3: • Last year's overall CELDT score was **Early Advanced** *This year:* • Overall CELDT score of **Early Advanced** • CELDT reading score of **High Intermediate** • CELDT writing score of **Low Intermediate** • Met district criteria for Academic Performance • Teacher recommends student for reclassification • Parent does not agree		CELDT 1 Year Progress Reclassified	
Student 4: • Last year's overall CELDT score was **Early Advanced** *This year:* • Overall CELDT score of **Advanced** • CELDT reading score of **Advanced** • CELDT writing score of **Early Intermediate** • Met district criteria for Academic Performance		CELDT 1 Year Progress Reclassified	

No Progress	Progress
____ /4 = ___ %	____ /4 = ___ %

English Learner Progress Indicator

Status is the current percent of English Learners that moved up at least one proficiency level on the California English Language Development Test (CELDT) and the percent of English Learners who were Reclassified Fluent English Proficient (RFEP) from prior year to current year.

Change is the difference between the current year's percentage and the prior year.

Performance is the 25 color categories based on "Status" and "Change."

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

Change (column heading spanning Change columns above)

Assignment of Performance Category

- Schools that did not test at least 50 percent of their EL population in the CELDT are automatically assigned an Orange performance category.

- Determination of the 50 percent is based on the EL demographic data reported for **mathematics** in the Smarter Balanced Assessment file from the testing vendor.

Suspension Rate

- If a student is suspended multiple times, the student is counted as being suspended only once.

- **LEA Example:** If a student was suspended:
    - Five times at School A,
    - Twice at School B, and
    - Twice at School C

The student would be counted as being suspended once at the LEA.

Suspension Rate (Cont.)

Status

- The 2014–15 suspension rate will be used for Status for the initial release of the LCFF Evaluation Rubrics.

Change:

- Change uses current and prior year suspension rates.

Change Formula:

- 2014–15 rate *minus* 2013–14 rate

Suspension Rate (Cont.)

- Data simulations revealed that suspension data varies widely among LEA and school type. Therefore, multiple suspension cut scores were set for LEAs and schools based on their type.

- This resulted in six different sets of cut scores:
  - **Three at LEA-level:** Elementary, High, and Unified
  - **Three at School-level:** Elementary, Middle, and High

Key Difference in Goal

- It is important to remember that for this indicator, the goal is reversed.

- For all other state indicators, the desired outcome and goal is to achieve a **high** percent for Status and Change.

- However, the desired outcome and goal for the Suspension Rate Indicator is to have a *low* suspension rate, which translates to a *low* percent for Status and Change.

- For this reason, the Status and Change levels on the 5 x 5 color grids are in *reverse* order compared to the grids for the other indicators.

Key Difference in 5 X 5 Grid

Level	Increased Significantly	Increased	Maintained	Declined	Declined Significantly
Very Low	Yellow	Green	Blue	Blue	Blue
Low	Orange	Yellow	Green	Green	Blue
Medium	Orange	Orange	Yellow	Green	Green
High	Red	Orange	Orange	Yellow	Yellow
Very High	Red	Red	Red	Orange	Yellow

Assignment of Performance Category

- <mark>Schools that did not certify</mark> (or submit) suspension data in the CALPADS are automatically assigned the Orange performance category.

Graduation Rate Indicator

- This indicator applies to LEAs, schools, and student groups that have **30 or more students in the four-year cohort graduation**.

- For the initial release of the LCFF Evaluation Rubrics, the 2014–15 four-year cohort graduation rate, or the **class of 2015** graduation data, will be used to determine Status.

- Prior three-years of four-year cohort graduation data were used to calculate the three-year weighted average to determine Change.

- **Note!** This is the **only** state indicator that uses a three-year weighted average to calculate Change.

Three-Year Weighted Average Formula

Class of 2012 Graduates **+** Class of 2013 Graduates **+** Class of 2014 Graduates

divided by

Students in the Class of 2012 **+**
Students in the Class of 2013 **+**
Students in the Class of 2014

Three-Year Weighted Average Formula (Cont.)

- It is important to note that if the LEA, school, or student group does not have cohort data for all prior three graduating classes, then the weighted average for Change was calculated using the **one or two years** of available cohort data.

Change Formula

Current Status (Class of 2015)

minus

Three-Year Weighted Average

Example

Topaz High School

Status

- Class of 2015 Graduation Rate: **89.4%**

Change:

- **Step 1:** Obtain Cohort Graduation Data for the Prior Three Years
- **Step 2:** Calculate the Weighted Average
- **Step 3:** Calculate Change

Example (Cont.)

Steps 1 & 2

Prior Three-Year Data	Number of Students in the Cohort	Number of Graduates
Class of 2014	3,346	2,916
Class of 2013	3,343	2,857
Class of 2012	3,558	2,912
Sum	10,247	8,685

Weighted Average:
8,685 / 10,247 = **84.8%**

Example (Cont.)

- **Step 3:** Calculate Change

Current Status (Class of 2015) *minus*
Three-Year Weighted Average

89.4% *minus* **84.8% = +4.6%**

Example (Cont.)

Status: 89.4%

Change: +4.6%

Graduation Change

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

Graduation Status (vertical axis label)

College and Career Indicator

For this indicator, "Status" is the percent of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared."

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Not Prepared

Students did not meet any measures

Approaching Prepared

High School Diploma & any one of the following:

Dual Enrollment: Completion of one semester/two quarters of Dual Enrollment with passing grade (Academic/CTE subjects)

CTE: Career Technical Education Pathway completion

UC A-G: Completion of courses that meet the University of California A-G criteria

Smarter Balanced Summative Assessments: Scored at least "Standard Nearly Met" on one or both ELA and Mathematics

Prepared

High School Diploma & any one of the following:

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

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

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

Smarter Balanced Summative Assessments: At least "Standard Met" on both ELA and Mathematics

AP/IB Exams: Passing Score on two Advancement Placement (AP) Exams or two International Baccalaureate (IB) Exams

Key   high school diploma   course based   exam based

College and Career Indicator: Case Studies

	Not Prepared	Approaching Prepared	Prepared	Strategy
STUDENT 1: • Graduated from High School in June 2016 • Completed one semester with a B+ in an Early Childhood Education Dual Enrollment course • Scored "Standard Met" on the ELA portion of the Smarter Balanced Summative Assessment and "Standard Nearly Met" in Math				
STUDENT 2: • Career Technical Education Pathways completion in Digital Media • Enrolled in a Dual Enrollment graphic design course • 5 more credits needed for graduation				
STUDENT 3: • Graduated from High School in June 2016 • Near completion of the UC A-G requirements- Just missing the F requirement in Visual and Performing Arts • Completion of the CTE Pathway in Engineering • Received a C+ grade for one semester in an algebra Dual Enrollment course				
STUDENT 4: • On track to graduate in Spring 2017 • Near completion of the UC A-G requirements- Finishing the last year of Spanish to fulfill the E requirement • Completed the CTE Pathway in Health • Currently enrolled in a Biology Dual Enrollment course for the semester				
	Not Prepared	**Approaching Prepared**	**Prepared**	
	___ /4= ___ %	___ /4= ___ %	___ /4= ___ %	

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54

College and Career Indicator (CCI)

Status is the percentage of graduates in the four-year graduation cohort who met the CCI benchmark for "Prepared"

Change is based on the difference in "Status" from current year to prior year

Performance is the 25 color categories based on "Status" and "Change"

Change

Level	Declined Significantly by more than 10%	Declined by 1.5% - 10%	Maintained Declined or increased by less than 1.5%	Increased by 1.5% to less than 10%	Increased Significantly by 10% or more
Very High 60% or more	Yellow	Blue	Blue	Blue	Blue
High 45% to less than 60%	Orange	Yellow	Green	Green	Blue
Median 25% to less than 45%	Orange	Orange	Yellow	Green	Green
Low 10% to less than 25%	Red	Orange	Orange	Yellow	Yellow
Very Low Less than 10%	Red	Red	Red	Orange	Yellow

Status

Then a State Indicator

- Although the CCI was planned to be reported as a state indicator, the SBE approved that:
  - The CCI will be reported as a **local** indicator for the initial release of the rubrics based on **Status only**. (The CDE will pre-populate the CCI data in the rubrics.)

Local Indicators

Data is not collected at the state level for some LCFF Priorities. For these priorities, LEAs will measure and report on their progress through the Dashboard based on locally collected data. These are called local indicators:

- Basic Services (Priority 1)
- Implementation of State Academic Standards (Priority 2)
- Parent Engagement (Priority 3)
- School Climate (Priority 6)
- Expelled Youth – COEs Only (Priority 9)
- Foster Youth Services – COEs Only (Priority 10)

Local indicators **do not** apply to individual schools.

Local Indicators: Uploading Data

➤ Dashboard Coordinators are able to upload local information to meet the standards for the local indicators.

➤ **No deadline** for uploading information during the field test:
  - ➤ If the LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the Dashboard will show as *Met*.
  - ➤ If the LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show an N/A.

➤ LEAs are **strongly encouraged** to use this functionality prior to the full implementation of the Dashboard in 2017–18.
  - ➤ Beginning in 2017–18, there will be a date-certain in the fall when LEAs must complete the self-reflection tool in order to receive a *Met* rating.

Local Indicators: Sample Interface

Coordination of Services for Expelled Students (Priority 9)

This is the submission form for the county office of education rubrics coordinator to complete on the local performance indicator for the coordination of services for expelled students (priority 9). This form is for county offices of education only.

Standard: COE annually measures its progress in coordinating instruction as required by Education Code Section 48926 and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Instructions: COE determines its progress by completing the self-reflection tool below and reports these results to its local governing board and through the local data selection option in the evaluation rubrics.

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county?
Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

		1	2	3	4	5
1.	Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	○	○	○	○	○
a.	Review of required data.	○	○	○	○	○
b.	Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	○	○	○	○	○
c.	Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	○	○	○	○	○

Dashboard Reports

Dashboard: Demographic Info

The top of every page of the Dashboard identifies the **LEA** or school and which report the user has selected, along with key demographic information.

West Chavez Unified School District - San Joaquin County

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

Foster Youth: N/A   Grade span: K-12   Charter School: No   Year: Data 2015-16 ▼

Dashboard: Performance Levels

The Dashboard shows the performance levels using the color-coded images below.

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

Dashboard: Navigating to Reports

Users can choose from four different reports by selecting tabs underneath the demographic information included at the top of the web page.

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

Dashboard: Narrative Summary

LEAs also have the option of adding additional information in a narrative box that will show up at the bottom of each report.

This gives LEAs the opportunity to explain their local context or identify any circumstances that may have impacted their LEA during the year.

Narrative

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

Dashboard: Narrative Summary

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This gives LEAs the opportunity to explain their local context or identify any circumstances that may have impacted their LEA during the year.

Narrative

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

Equity Report: State Indicators

▸ Shows the **performance level of all students** on state indicators.

▸ Shows the **total number of student groups** that are large enough to receive a performance level on each state indicator.

  ▸ The number of total student groups may differ across indicators due to the grade levels applicable for each indicator.

▸ Shows the number of those **student groups in the Red or Orange performance levels.**

  ▸ Quick overview of overall performance and whether any student groups are struggling on the state indicators.

Equity Report: State Indicators

Equity Report | Status and Change Report | Detailed Reports | Student Group Report

The Equity Report provides the performance levels for the state indicators and identifies the total number of student groups represented in each indicator, in addition to the number of student groups in red/orange.

Performance Levels: 🔵 Blue (Highest)   🟢 Green   🟡 Yellow   🟠 Orange   🔴 Red (Lowest)

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🟡	11	3
English Learner Progress (K-12)	🟡	1	0
Graduation Rate (9-12)	🟠	8	7
College & Career	N/A	N/A	N/A
English Language Arts (K-8)	🟢	5	1
Mathematics (K-8)	🟡	5	4

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67

Status and Change Report

Shows the performance level for each state indicator and the current performance (Status) and difference from past performance (Change) that resulted that in that performance.

| Equity Report | Status and Change Report | Detailed Reports | Student Group Report |

The status and change report provides the performance level for all students on all state indicators and identifies the status for the current year and change relative to the prior year for each state indicator.

Performance Levels: 🔵 Blue (Highest) 🟢 Green 🟡 Yellow 🟠 Orange 🔴 Red (Lowest)

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)	🔵	Very Low 0.5%	Declined -1.1%
English Learner Progress (K-12)	🟡	Low 62%	Increased +1.5%
Graduation Rate (9-12)	🟢	Medium 86%	Increased +5%
College & Career	N/A	N/A	N/A
English Language Arts (K-8)	🟠	Low 60 points below level 3	Declined -10
Mathematics (K-8)	🔴	Very Low 15 points above level 3	Declined Sig. -25

Detailed Reports

▸ Shows year-by-year data for the state indicators and additional state data that is relevant to the state indicators.

  ▸ For LEAs, it also shows the locally collected data reported on the local indicators.

▸ Users will see the data organized into at least three groupings:

  ▸ Academic performance,

  ▸ Academic engagement, and

  ▸ School conditions and climate.

▸ The groupings reinforce the relationships among the indicators and will make the information more digestible.

Student Group Report

▸ Shows year-by-year data for the state indicators and additional state data that is relevant to the state indicators.

  ▸ For LEAs, it also shows the locally collected data reported on the local indicators.

▸ Users will see the data organized into at least three groupings:

  ▸ Academic performance,

  ▸ Academic engagement, and

  ▸ School conditions and climate.

▸ The groupings reinforce the relationships among the indicators and will make the information more digestible.

Embargo

▸ The private preview is intended to allow you and your colleagues to become familiar with the Dashboard and the indicators and methodology for measuring performance.

▸ Resources to assist communicating with stakeholders about the Dashboard and a media toolkit will be available by Monday, February 13.

▸ **Access to the Dashboard is being provided on an embargoed basis through 8 a.m. on Wednesday, February 22.**

  ▸ This means that, as a condition of accessing the Dashboard, **you cannot share *any* reports or data in the Dashboard outside employees of your LEA during the embargo period** and must ensure that any LEA employees who receive Dashboard reports or data understand and agree to honor the embargo.

▸ The embargo ends prior to the Dashboard's public launch in March 2017. LEAs may begin sharing their performance data with local stakeholders at that time, and it is up to each LEA to determine whether to do so and, if so, how.

Accessing the Dashboard

Dashboard Coordinators:

▸ Receive user name and password to access Coordinator Landing Page and Resources related to the Dashboard

▸ Superintendent/Charter School Administrator must approve enrollment for Coordinator to receive user name and password

▸ If Coordinators completed the registration form but have not received user name and password, follow up with their Superintendent/Charter School Administrator

Accessing the Dashboard (Cont.)

Coordinator Landing Page:

▸ Links to Resources related to the Dashboard

  ▸ Resources specific to Coordinators and

  ▸ Resources for general public

▸ Back-end access to complete self-reflection tools and upload information for the local indicators

▸ Back-end access to complete optional narrative text box to provide additional local information or context to the public Dashboard display

Additional Resources and Training

▸ **Link on Dashboard Coordinator page** to resources

　▸ Technical resource on indicators and calculating performance

▸ **Announcements to Dashboard Coordinator distribution list** when new resources available

▸ **Toolkit to support communication** with local stakeholders and media about the Dashboard

　▸ *Coming week of February 13th*

Additional Resources and Training

Future, In-Depth Webinars:

1. Dashboard and Impact on the Local Control Accountability Plan (LCAP) Development

2. Academic Indicator

3. English Learner Progress and Suspension Rate Indicators

4. Graduation Rate and Career/College Indicators

5. Statements of Model Practices, Local Indicators and Chronic Absenteeism (review of local data)

Key Shifts

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by **more** than a single test score	**Increased** focus on addressing disparities among student groups	**More** information to support the local strategic planning process

New Areas of Focus

▸ Ensuring continual improvement of the new accountability system

▸ Performance data to inform assistance and support

▸ Using Dashboard data in the Local Control and Accountability Plan (LCAP) process

~~The LCFF Evaluation Rubric~~

The California School Dashboard
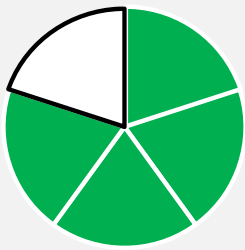
Sharing your results

Engaging your community

(Part 2)

A Blueprint for Great Schools Version 2.0 (2015)

The California Way

The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper supports, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.

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The CALIFORNIA Way

The New Accountability System (Part 1)

~~The LCFF Evaluation Rubric~~

The California School Dashboard

- Local Control Plan – your LCAP accountability is to your stakeholders – students and families: What actions and services are you providing to improve outcomes from all students? How are your expenditures aligned to improving those outcomes?

- Accountability for Outcomes – County Office of Education is a support to help districts identify strengths and weaknesses, provide support upon request, or offer differentiated assistance if necessary

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Quantitative Data

Qualitative & Perception Data

Research & Model Practices

Triangulation for Root Cause Analysis & Improvement

Local Measures & Targets; Leading Indicators

Other perception data "beyond the data"

Annual Update: local targets

Annual Update: effectiveness

CALIFORNIA HEALTHY KIDS SURVEY

Integrated Local State and Federal Accountability and Continuous Improvement System

Focus This Year →

Support LEAs in Identifying Strengths & Weaknesses

3 Statutory Purposes of LCFF Rubrics

Assist in Determining Eligibility for Technical Assistance

Assist the SSPI in Determining Eligibility for Intensive Interventions

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Provided by COEs

Level 3
Intensive Intervention

Level 2
Differentiated Assistance

Level 1
Supports for all LEAs & Schools

NOTE: LCFF evaluation rubrics are aligned to the statutory provisions of Every Student Succeeds Act (ESSA)

Three Levels of Support for LEAs & Schools

Three levels of support to LEAs and schools to promote continuous improvement and equity.

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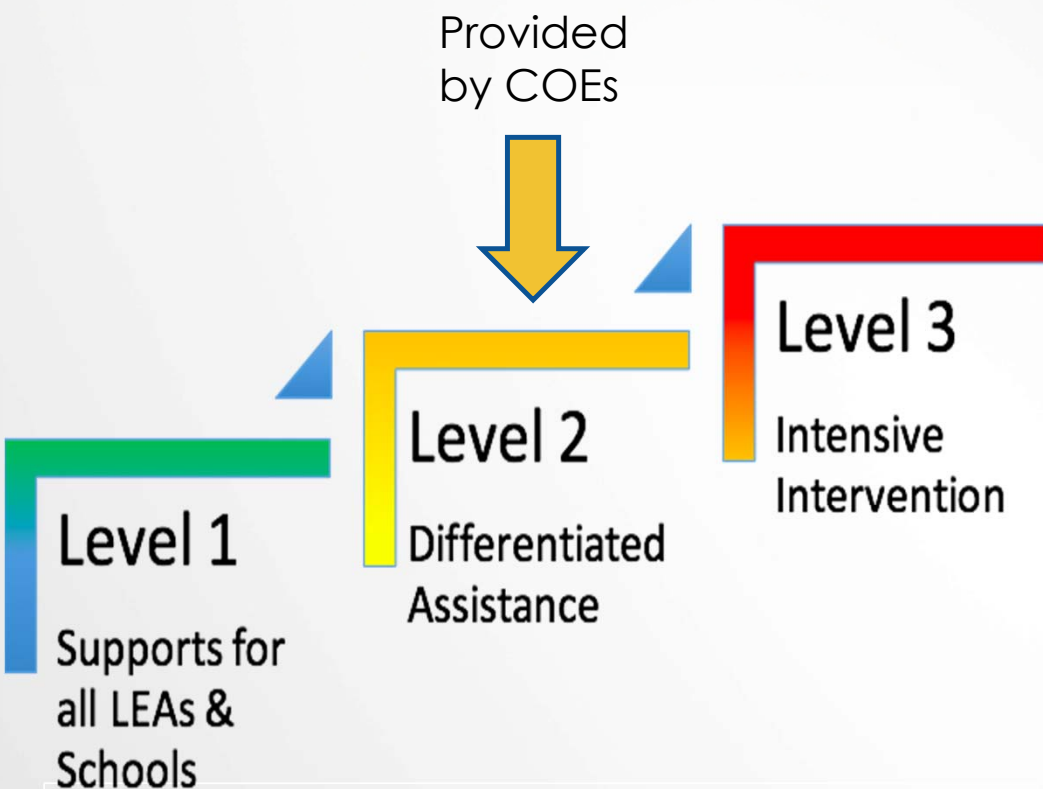
Level 2- Differentiated Assistance

LEAs are eligible for technical assistance if the LEA *"fails to improve pupil achievement across more than one state priority for one or more pupil subgroup."*

In the initial year that an LEA becomes eligible for technical assistance, *technical assistance will involve identification in writing of the LEAs strength and weaknesses.*

EC 5207 1(b)

NOTE:

A charter school is eligible for technical assistance and may be referred to the California Collaborative for Educational Excellence if *three or more student groups* (or all the student groups if there are less than three student groups) met the (below) Criteria for *one or more state or school priority* identified in the charter for three out of four consecutives school years. When determining a charter school's eligibility for technical assistance or referral to the California Collaborative for Educational Excellence, an authorizer may consider only performance on indicators that are included in the charter school's underlying petition.

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Level 2- Differentiated Assistance

EC Section 52071 (Districts)

• **If** a County Superintendent **does not approve an LCAP, or a local governing board requests technical assistance, then** the County Superintendent **shall provide any of the following:**

1. Identification of strengths and weaknesses in writing

   – Including a review of effective practices or programs that relate to the LEA's goals

2. Assignment of expert or team to assist LEA

   – Including requesting that another LEA within the county partner to support the LEA's improvement

3. Request that the Superintendent of Public Instruction (SPI) assign the CCEE to provide advice and assistance to the LEA

Technical Assistance is never about just sending a letter with a district's strengths and weaknesses. It is about providing support and assistance.
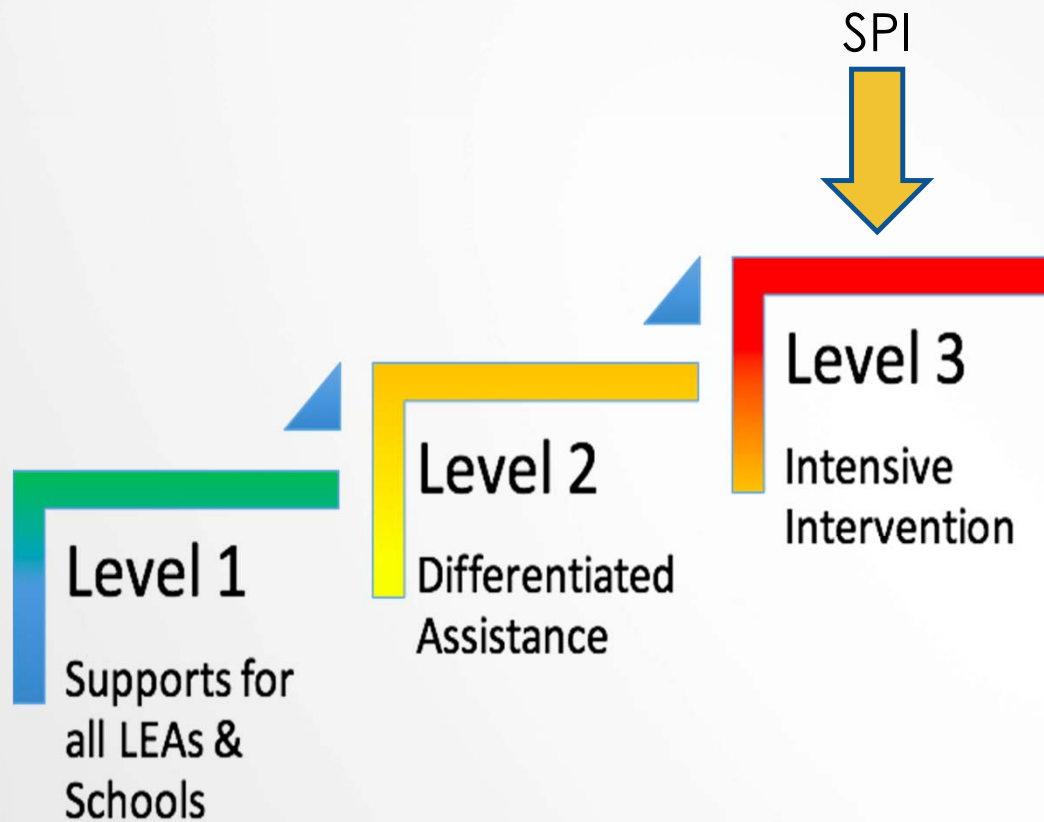
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SPI

Level 3
Intensive
Intervention

Level 2
Differentiated
Assistance

Level 1
Supports for
all LEAs &
Schools

NOTE: LCFF evaluation rubrics are aligned to the statutory provisions of Every Student Succeeds Act (ESSA)

Three Levels of Support for LEAs & Schools

Three levels of support to LEAs and schools to promote continuous improvement and equity.

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Differentiated Technical Assistance and Support

- Any subgroup that did not meet the performance criteria for **2 or more priorities.**
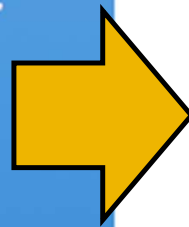
Intensive Intervention

- **3 or more student groups** did not meet the performance criteria for **2 or more priorities in 3 out of 4 consecutive years.**

Ed. Code 52072

- SPI intervention or charter revocation
- SPI takes over a district's budget

CCSESA

State Superintendent of Public Instruction of California

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Determining Eligibility

Basics (Priority 1)
- *Not Met for Two or More Years* on <u>Local Performance Indicator</u>

Implementation of State Academic Standards (Priority 2)
- *Not Met for Two or More Years* on <u>Local Performance Indicator</u>

Parent Engagement (Priority 3)
- *Not Met for Two or More Years* on <u>Local Performance Indicator</u>

Pupil Achievement (Priority 4)
- *Red* on both <u>English Language Arts</u> and <u>Math</u> tests OR
- *Red* on <u>English Language Arts</u> or <u>Math</u> test AND *Orange* on the other test OR
- *Red* on the <u>English Learner Progress Indicator</u> (English learner student group only)

Pupil Engagement (Priority 5)
- *Red* on <u>Graduation Rate Indicator</u> OR
- *Red* on <u>Chronic Absence Indicator</u>

School Climate (Priority 6)
- *Red* on <u>Suspension Rate Indicator</u> OR
- *Not Met for Two or More Years* on <u>Local Performance Indicator</u>

Access to and Outcomes in a Broad Course of Study (Priorities 7 & 8) on <u>College/Career Indicator</u>

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Priorities, State and Local Indicators

LCFF Priority	State Indicator	Local Indicator
Priority 1		Basics Conditions at School
Priority 2		Implementation of State Academic Standards
Priority 3		Parent Engagement
Priority 4	Academic Indicator English Learner Indicator	
Priority 5	Chronic Absence Indicator Graduation Rate Indicator	
Priority 6	Suspension Rate Indicator	Local Climate Survey
Priority 7	College/Career Indicator	
Priority 8	College/Career Indicator	
Priority 9		Coordination of Services for Expelled Students**
Priority 10		Coordination of Services for Foster Youth**

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89

State Indicators v. Local Indicators

State Indicators	Local Indicators
Pre-populated for LEAs by State with already existing data	**LEAs Populate** with analysis of progress from local data & **report performance**
Most recently certified CALPADS Data (from 14-15 or 15-16)	**Current or Prior Year Data** (15-16 or 16-17)
Quantitative Data: Matrix of Status and Change	Mix of **Qualitative**, Perception, & Quantitative Data
5 Performance Categories (Blue, Green, Yellow, Orange, Red)	**3 Performance Categories** (Met, Not Met, Not Met for 2+yrs)

3 Statutory Purposes of the LCFF Rubrics

Considerations for **Local Indicators**

Support LEAs in Identifying Strengths & Weaknesses
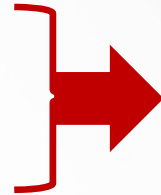
In parts 2 and 3 we'll discuss the use of tools for planning

Assist in Determining Eligibility for Technical Assistance

Assist the SSPI in Determining Eligibility for Intensive Interventions

We'll address how to meet the standard for local measures

"Getting to Green"
Meeting the Standard on Local Performance Indicators

Meeting standard on the local indicators is NOT about the RESULTS of a survey nor the LEVEL of progress on a tool… Meeting standard is about engagement in the process, analysis for continuous improvement, transparent reporting of results, and subsequent incorporation into the plan.

PLANNED ACTIONS / SERVICES
Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including B

Action   1
For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served   □ All
Location(s)   □ All schools   □ Students with Disabilities   □ [Specific Student Group(s):
                                                    □ Specific Schools:

ACTIONS/SE
2017-18
□ New   □ E

BUDGETED EX
2017-18
Amount
Source

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

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Vocabulary

Local performance indicators for LCFF Rubric

IT'S NOT EASY BEING GREEN

MET

Not MET

Not MET
For 2 or more years

Standard: Describes the expectation for self-assessment in that priority

Evidence: Describes relevant data instruments for self-assessing & reporting progress relative to the standard

Criteria: The performance indicators for LEAs to describe progress toward standard

Priority 1 - Basic Conditions at School

Standard -

- LEA **annually** measures its **progress in meeting the** *Williams* **settlement requirements at 100% at all of its school sites**, as applicable, and **promptly addresses any complaints or other deficiencies identified throughout the academic year**, as applicable; and **provides information** annually on progress meeting this standard to its local **governing board** and to **stakeholders and the public through the evaluation rubrics.**

Evidence -

- LEA would **use locally available information**, including data currently reported through the **School Accountability Report Card (SARC)**, and determine whether it reported the results to its local governing board and through the local data selection option in the evaluation rubrics.

All of this is already in place at your schools and districts.

Local Performance Indicator
Priority 2: Implementation of State Academic Standards

What are the Standard, Evidence and Criteria asking us to do?

- Frequency
- Indicator Content
- Accountability/Transparency
  - School Board
  - Stakeholders and Public
- Tool
  - State provided, Local Option, Choice

Local Performance Indicator
Priority 2: Implementation of State Academic Standards

Standard:

Frequency

Indicator Content

LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics (California School Dashboard).

Accountability and Transparency of Results

- English Language Arts
- English Language Development
- Mathematics
- NGSS
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

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Defines how progress will be determined

Evidence:

The tool is defined in the indicator (Option 1 or 2)

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

State Indicators	All Students Performance
Chronic Absenteeism	N/A
Suspension Rate	
English Learner	
Graduation Rate	
College/Career	N/A
English Language Arts Assessment	
Mathematics Assessment	
Local Indicators	Ratings
Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two Years

Met

Local Performance Indicator
Priority 2: Implementation of State Academic Standards

Standard:

LEA annually measures its progress implementing state academic standards and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics.

Criteria: LEA would assess its performance on a [*Met / Not Met / Not Met for Two or More Years*] scale.

Evidence:

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

Getting to Met for Priority 2

Frequency:

Annually

Indicator:

Measures progress implementing state academic standards

Accountability: Reporting to Board

Reports results to governing board at <u>a regularly scheduled public meeting</u>

Accountability: Reporting to Stakeholders

Reports results to stakeholders and public through <u>evaluation rubrics</u> (dashboard)

Tool:

Option 1 (Narrative Summary); Option 2 (Reflection Tool)

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Key Elements in Local Indicators for Priority 2: Option 1

OPTION 1: Narrative Summary

In the narrative box, 1. identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and 2. briefly describe why the LEA chose the selected measures or tools.

Additionally, 3. summarize the LEA's progress in implementing the academic standards, based on the locally selected measures or tools. This summary shall address the LEA's progress in implementing all adopted academic standards are:

- English Language Arts
- English Language Development
- Mathematics
- NGSS

- History-Social Science
- Career Technical Education
- Health Education Content Standards

- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Key Elements in Local Indicators - Priority 2: Option 1 Example

Option 1: Tool Requirements
1. Identify locally selected measure or tool
2. Briefly describe why the LEA chose the selected measures or tool
3. Summarize LEA's progress in implementing the academic standards

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Sample Narrative Summary

1. **Identify local measure:** District Reach for the Stars used CASS Implementation Metric for measuring the implementation of ELA and Math state standards. We used a modified version of the state given metric to measure the implementation of the other state standards.

2. **Describe why we chose this measure or tool:** We chose this metric to ensure our district is making decisions based on the reflective survey tool given to teachers and that our analysis reflects the implementation happening in our classrooms. Principals at each site were able to gather surveys from their instructional staff and summarized the level of implementation of the new ELA and Math standards at their sites.

3. **Summarize Progress:**

   a. ELA: After gathering data from all schools in our district, the majority of our staff have identified that they are either still developing awareness (2) of the new standards or working in the full awareness (3) of the new CA ELA standards. Evidence includes: newly adopted aligned curriculum, PD on new curriculum implementation, systematic summative assessments being used district-wide to monitor mastery of standards, and collaborative teaching teams developing well-planned units with clear learning goals and success criteria for each lesson.

   b. Math: After gathering data from all schools in our district, the majority of our staff have identified that they are at level 3 (full awareness) according to the implementation survey. The majority of our teachers have well-planned units and lessons with explicit learning targets and success criteria aligned to the new standards. They have formative and summative assessments to monitor individual student progress toward mastery and their students engage in mathematical practices (creating models, using precision, communicating their understanding). Our goal is to get a greater percent of our teachers working fluently with the new Math standards and begin to have students take ownership of their learning targets and progress toward mastery.

Option 1: Tool Requirements
1. Identify locally selected measure or tool
2. Briefly describe why the LEA chose the selected measures or tool
3. Summarize LEA's progress in implementing the academic standards

Priority 2: Option 2 Self-Reflection Tool

BLUE HANDOUT

Option 2: Reflection Tool Requirements

- LEA rates itself on 1-5

- LEAs that choose to complete the optional reflection tool, would not need to provide a separate narrative summary of progress. (Question 6 is an optional narrative.)

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Local Indicator for Priority 2
Reflection- In groups of two, three or four:

- Read and compare the two options carefully.

- Discuss the benefits and challenges for each option.

- Can you describe a situation where you might encourage the use of option 1? Use of option 2?

- How might you encourage the use of a reflective tool that helps gather authentic feedback around the implementation of state standards?

Local Performance Indicator
Priority 3 : Parental Involvement

What are the Standard, Evidence and Criteria asking us to do?

- Frequency
- Indicator Content
- Accountability/Transparency
  - School Board
  - Stakeholders and Public
- Tool
  - State provided, Local Option, Choice

Santa Clara County
Office of Education

Local Performance Indicator
Priority 3 : Parental Involvement

Frequency

<u>Standard:</u>

LEA annually measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs, and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the evaluation rubrics (dashboard).

Accountability and transparency of results

<u>Evidence:</u>

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

Indicator Content

The tool is defined in the indicator

Getting to Met for Priority 3

Frequency:

Annually ✓

Indicator:

Measures its progress in: (1) seeking input from parents in decision making; and (2) promoting parental participation in programs ✓

Accountability: Reporting to Board

Reports results to governing board at <u>a regularly scheduled public meeting</u> ✓

Accountability: Reporting to Stakeholders

Narrative summary and analysis of climate survey; reports results to stakeholders and public through <u>evaluation rubrics</u> (dashboard) ✓

Tool:

Option 1 (Survey); Option 2 (Local Measures) ✓

Key Elements in Local Indicators for Priority 3: Option 1

OPTION 1: Survey

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

(1) the key findings from the survey related to **seeking input from parents/guardians in school and district decision making;**

(2) the key findings from the survey related to **promoting parental participation in programs;** and

(3) **why** the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

IVORY HANDOUT

Priority 3
Self-Reflection Tool to Use as Evidence Option 1

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based *either* on information collected through surveys of parents/guardians *or* other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP)

OPTION 1: Survey
If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:
(1) the key findings from the survey related to seeking input from parents/guardians in school and district decision making;
(2) the key findings from the survey related to promoting parental participation in programs; and
(3) why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Sample:

At Shoot for the Stars District:
· 54% of our parents indicate they agree or strongly agree that the district or school adequately seeks input from parents and guardians in decision making committees.

· 72% of our parents indicate they agree or strongly agree that their schools adequately promotes participation in programs.

Why was survey chosen: Shoot for the Stars District uses our "Sample District Family Involvement Survey" to gather parent/guardian feedback across the community in order to get a unfiltered feedback from our community.

Key Elements in Local Indicators - Priority 3: Option 1 Example

IVORY HANDOUT

Priority 3
Self-Reflection Tool to Use as Evidence Option 1

LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based *either* on information collected through surveys of parents/guardians *or* other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in the Local Control and Accountability Plan (LCAP)

OPTION 1: Survey
If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), summarize:
(1) the key findings from the survey related to seeking input from parents/guardians in school and district decision making;
(2) the key findings from the survey related to promoting parental participation in programs; and
(3) why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Sample:

At Shoot for the Stars District:
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Why was survey chosen: Shoot for the Stars District uses our "Sample District Family Involvement Survey" to gather parent/guardian feedback across the community in order to get a unfiltered feedback from our community.

PINK HANDOUT

Sample District Family Involvement Survey

...with Strongly Agree, Agree, Neutral, Disagree, Strongly Disagree, Don't Applicable.

...will be given in % of parents that agree or strongly agree.

...input from parents and guardians in school and district decisions
...:
1. My involvement in my child's education is valued at my school.
2. I am involved or attend regularly a decision making committee at the site or district level. (School Site Council, governing board meetings, parent advisory group, English Learner advisory Council, etc.)
3. I am asked what I value about my school.
4. I am invited to meetings at the school or district and asked to contribute to the group discussions. I believe my voice matters to the decisions made.
5. I am invited to help plan family involvement activities.
6. My child's school is good about staying in touch with me.

Participation in Programs:
7. When I volunteer at the school, I am given training and resources to do my task well, if needed.
8. Parent meetings and activities at the school or district always have translation services so I don't miss out on the information or discussion being address.
9. I am invited to meetings so that I can learn about what is going on in the school.
10. I receive information on what I can do at home to help my child improve or advance his/her learning.
11. When my child's school communicates with me, it is easy for me to read or understand.
12. I have been given different options or ways that I can be involved with the school, either at the school itself, at home or in the community.

Adapted from ODE Framework for Building Partnerships Among Schools, Families, and Communities

Option 1 Survey Requirements

Administer to parents/guardians in at least one grade within each grade span (K-5, 6-8, 9-12).
1. Key findings related to seeking input for decisions
2. Key findings related to promoting parental participation in programs
3. Briefly describe why the LEA chose the selected measures or tool

Santa Clara County
Office of Education

Key Elements in Local Indicators - Priority 3: Option 2 Example

OPTION 2: Local Measures

Summarize:

(1) the LEA's progress on **at least one measure related to seeking input from parents/guardians** in school and district decision making;

(2) the LEA's **progress on at least one measure related to promoting parental participation** in programs; and

(3) **why the LEA chose the selected measures** and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Key Elements in Local Indicators - Priority 3: Option 2 Example

PURPLE HANDOUT

Option 2 Survey Requirements

- At least one measure related to seeking input from parents/guardians

- Progress on at least one measure related to promoting parental participation

Briefly describe why the LEA chose the selected measures or tool

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Office of Education

Local Indicator for Priority 3
Reflection - In groups of of two, three or four:

- Read and compare the two options carefully.

- Discuss similarities and differences of each option.

- Can you describe a situation where you might encourage the use of option 1? use of option 2?

- How might you respond to the prompt: "Describe how the findings of Priority 3 relate to the goals established for other LCFF priorities in the LCAP" ?

Share thoughts and suggestions on Padlet:

https://padlet.com/jspencer14/papfusrl4vmj

Getting to Met for Priority 6

Frequency:

Minimum of every other year to one grade in grade span ✓

Indicator:

Measures perceptions of school safety and connectedness ✓

Accountability: Reporting to Board

Reports results to governing board at <u>a regularly scheduled public meeting</u> ✓

Accountability: Reporting to Stakeholders

Narrative summary and analysis of climate survey Reports results to stakeholders and public through <u>evaluation rubrics</u> ✓

Tool:

Local Climate Survey - CHKS or other ✓

Priority 6 - Key Elements Recap

Standard:

LEA administers a local climate survey **at least every other year** that provides a valid **measure of perceptions of school safety and connectedness**, such as the California Healthy Kids Survey, to students in **at least one grade within the grade span(s)** that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board *at a regularly scheduled meeting of the local governing board* and to stakeholders and the public through the evaluation rubrics.

Evidence:

LEA administers a survey as specified and **reports the results to its local governing board and through the local data selection option in the evaluation rubrics**.

Frequency

Defines how progress will be determined

Accountability and transparency of results

Indicator Content

Local Data Reporting Interface:

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6–8, 9–12). Specifically, LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey that is particularly relevant to school safety and connectedness.

Accountability/Transparency of results

Tool

Continuous Improvement
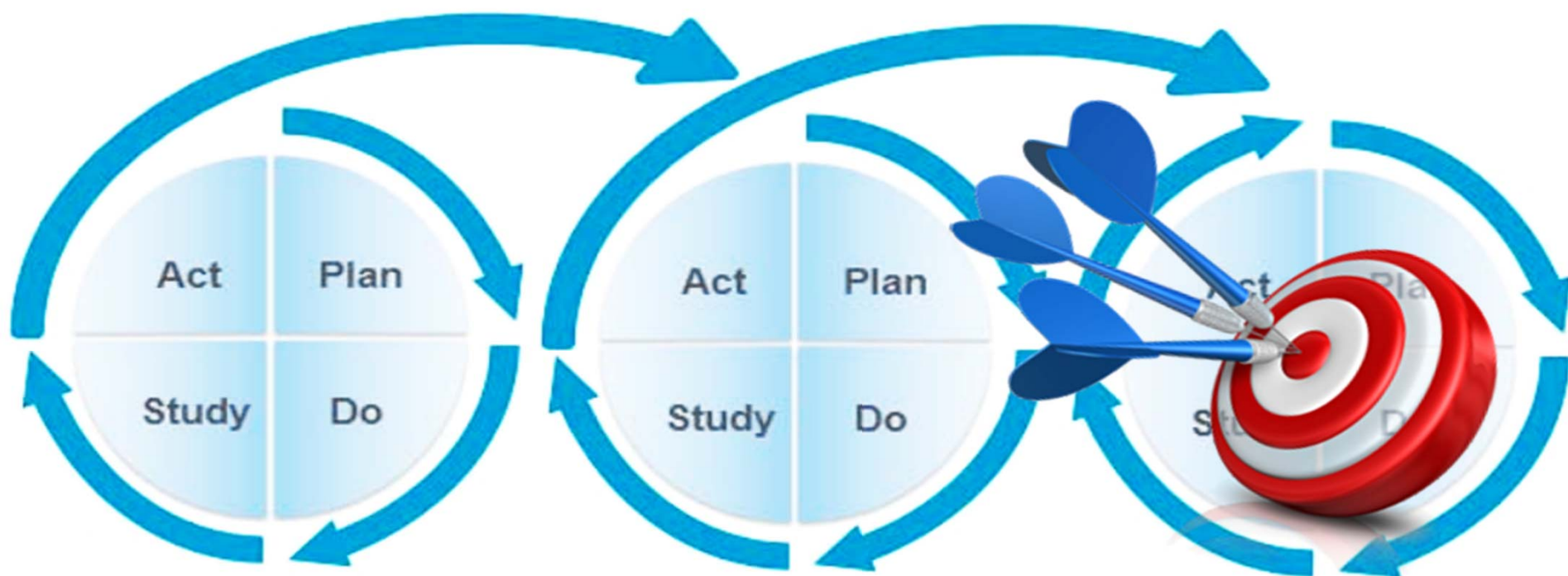
State Board and Providing Tools: A Careful Balance

Inherent Tension

Support LEAs

Common language

Desire to provide tools

Limited validation

Keep the local, local

Avoid "compliance"
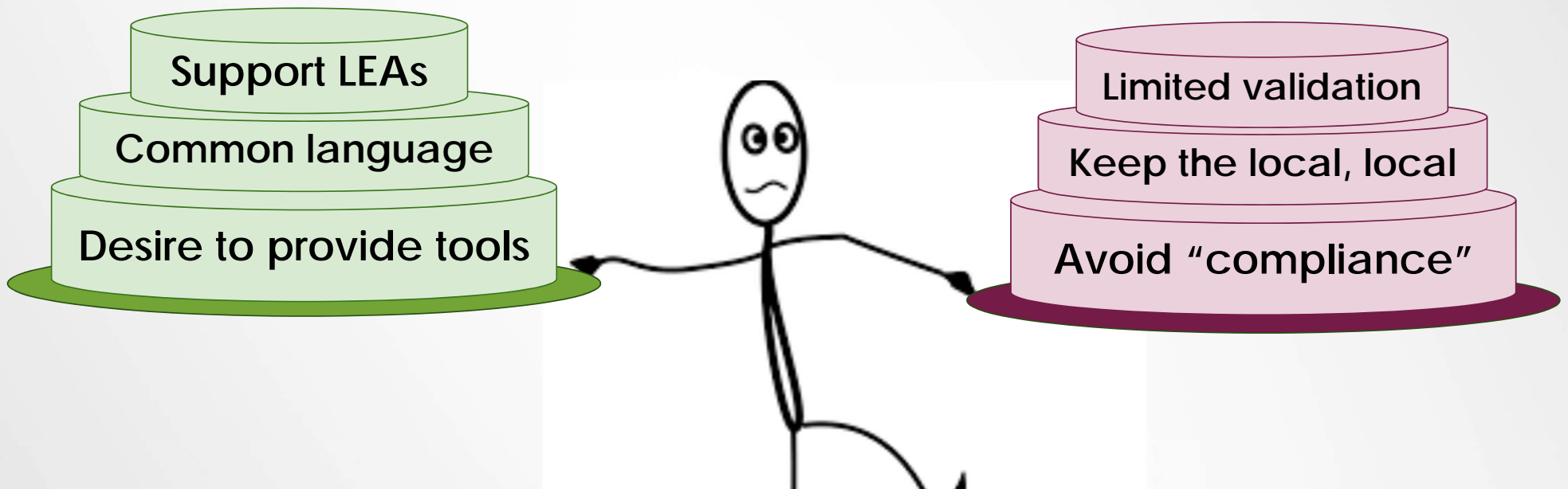
California Way: Tools for Local Performance Indicators- intended to *support*
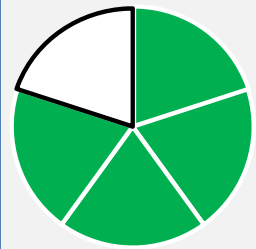
Concept Map: Linking EAMOs to Student Outcomes

Evaluation Rubrics

How will student progress be measured?

EAMOs

What does the district want the students to achieve?

Actions/Services

What Actions/Services are impacting student outcomes?

Keep

Fix

Start

Stop

Implementation

Student Outcomes

Identifying Student Needs

Problem-focused

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

Focused Area of LCAP and State Priority Area (e.g., Goal)

Identify Student Needs
Be problem focused & user centered
- What do students need to be able to know and do to meet the goals of your focused area of the LCAP?
- Define the need through a gap or casual analysis through lens of metrics. Identify student groups of focused area.

Revise LCAP Revisions around goal and actions/services

Embrace Measurement
How will we know we are moving needle on LCAP Goal?

Attend to Variability
Identify Needs of Professional Practice
- What works for whom and under what conditions?
- What knowledge and skills do professionals need (e.g., teachers, administrators) in order to enable students to meet the LCAP goal in addressing the state priority areas?

Engage in Learning to determine Actions & Services
- What is the learning that we need to engage in to support our development of high-leverage actions & services that inform revisions to LCAP in addressing goal/priority area?
- Based upon the learning, what are the high leverage actions and services that we believe will result in improvement?

See the System
Identify Needs of System
- Why is the system producing its current results?
- What systems of support are needed to support teachers and administrators in addressing the identified LCAP needs of students?

SAN DIEGO COUNTY OFFICE OF EDUCATION

Santa Clara County Office of Education

Process Using Principles of Improvement Science

Based upon previous analysis of data from Rubric you've identified a focused area to dive deeper into

1. Deeper dive to **understand why** we are getting the current results that we are getting for this group of students.

2. Once we understand the why, then we will think about **what we need to do as a system** to improve student outcomes

3. Then we will **make revisions in the LCAP** that bring together strategic resourcing with the changes that we believe will improve student outcomes for this group

Santa Clara County
Office of Education

Annual Update

LCAP Year Reviewed: XXXX–XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	PLANNED	ACTUAL
Expenditures	BUDGETED	ESTIMATED ACTUAL

Annual Update

LCAP Year Reviewed: XXXX–XX

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

Support Academic Progress and Behavior
Provide interventions and enrichment to address students' academic, behavioral and attendance needs to reduce the achievement gap, increase English proficiency for EL students and provide differentiated instruction for all students.

Copied Verbatim

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Decrease suspensions for all students by .5% from baseline to 5.4%.
Maintain number of expulsions below 15.
Increase attendance rate by .9% to 97%
Maintain chronic absenteeism below 7.4%

Copied Verbatim

ACTUAL

Use most current data

Description	2014-15	2015-16	Met/Not Met
Suspensions for all students	5.4%	4.9%	Met
Expulsions	2	4	Met
Cumulative Attendance Rate	96.1%	96.9%	Met
High school cohort drop-out rate	11.9%	10.2%	Met

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Copied Verbatim

Actions/Services	PLANNED	ACTUAL
	Hire Attendance Specialist for early outreach to increase attendance and decrease chronic absenteeism.	An Attendance Specialist was hired to **in December** to monitor attendance processes at schools and provide parent meetings focused on the importance of regular school attendance. The Attendance Specialist met with each school to analyze attendance practices and will hold 8 parent meetings by June, 2017.

Identify the actual actions/services, including changes

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$105,000 Certificated Salaries (1000) $24,150 Benefits (3000) LCFF Base funds (*Attendance Specialist*), $10,000 Instructional Materials (4300) Professional Development, LCFF Supplemental and Concentration funds	$67,325 certificated salaries (1000) $15,584 benefits (3000) LCFF Base funds (*Attendance Specialist*) $0 professional development, materials LCFF Supplemental and Concentration funds.

Identify fiscal projections through 6/30

Office of Education

123

Identify Needs of Professional Practice

Attend to Variability

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

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Be problem focused & user centered
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- Define the need through a gap or casual analysis through lens of metrics. Identify student groups of focused area.

Revise LCAP
Revisions around goal and actions/services

Attend to Variability
Identify Needs of Professional Practice
- What works for whom and under what conditions?
- What knowledge and skills do professionals need (e.g., teachers, administrators) in order to enable students to meet the LCAP goal in addressing the state priority areas?

Embrace Measurement
How will we know we are moving needle on LCAP Goal?

Engage in Learning to determine Actions & Services
- What is the learning that we need to engage in to support our development of high-leverage actions & services that inform revisions to LCAP in addressing goal/priority area?
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See the System
Identify Needs of System
- Why is the system producing its current results?
- What systems of support are needed to support teachers and administrators in addressing the identified LCAP needs of students?

SAN DIEGO COUNTY OFFICE OF EDUCATION

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

New

☐ New	☐ Modified	☐ Unchanged

Goal 1

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identify Needs of System
See the System

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

Separate locations to include information

Identify Needs of System

See the System

Collaborative Study Through Inquiry to Inform Continuous Improvement

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SAN DIEGO COUNTY
OFFICE OF EDUCATION

Goals, Actions, and Services Example

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

This goal covers basic services, teachers, curriculum, and facilities

☐ New	☒ Modified	☐ Unchanged

Goal 1 — All students will receive high quality instruction in California English language arts, mathematics and Next Generation Science Standards (NGSS) from highly qualified teachers in 21st Century classrooms at safe clean and welcoming facilities to prepare them to be college and career ready upon graduation.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL ___Strategic Plan Goals 1, 3, 5___

Use of state and local metrics and inclusion of needs as identified by a variety of stakeholders

Identified Need

1.The School Accountability Report Card (SARC) indicates 94% of staff are fully credentialed in the area taught. High school science, high school mathematics, content ELD support, and special education teachers are needed.

2. Statewide summative (CAASPP) student achievement data, teacher survey data, observational walk-through data all indicate the need for continued professional development on California Math, English Language Arts and NGSS curriculum and pedagogy.

3. The district technology survey demonstrates the need to upgrade classroom technology access in grades 3-5 and parent/student survey indicates the need to improve student access to online course materials.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Measures include closing of the gap

Metrics/Indicators	Baseline			2019-20
Annual William/SARC report on teacher credential	94% of staff fully credentialed in area taught	96% of staff fully credentialed in area taught	98% of staff fully credentialed in area taught	100% of staff fully credentialed in area taught
SBAC Math % Standard Met/Exceeded	District 58% LI 41% EL 29%	District 63% LI 48% EL 37%	District 68% LI 56% EL 45%	District 73% LI 64% EL 53%
SBAC ELA % Standard Met/Exceeded	District 71% LI 46% EL 19%	District 74% LI 52% EL 27%	District 77% LI 58% EL 38%	District 80% LI 64% EL 43%
District professional development needs survey	73% of teachers self-report mastery of Califoria Standards Curriculum on	85% of teachers will self-report mastery of Califofnia Standards Curriculum	90% of teachers will self-report mastery of Califoria Standards Curriculum	95% of teachers will self-report mastery of Califofnia Standards Curriculum

Engage in Learning to Determine Actions & Services

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.

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Revise LCAP Revisions around goal and actions/services

Embrace Measurement
How will we know we are moving needle on LCAP Goal?

Attend to Variability
Identify Needs of Professional Practice
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~~The LCFF Evaluation Rubric~~

The California School Dashboard
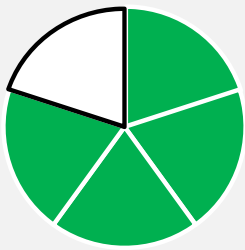
Sharing your results

Engaging your community

How will we know we are moving needle?

Embrace Measurement

Collaborative Study Through Inquiry to Inform Continuous Improvement

Purpose: Assist districts in shifting to a continuous improvement approach for multiyear LCAP planning, including disciplined inquiry that will inform plan development for improvement over time, with focused acceleration for students.
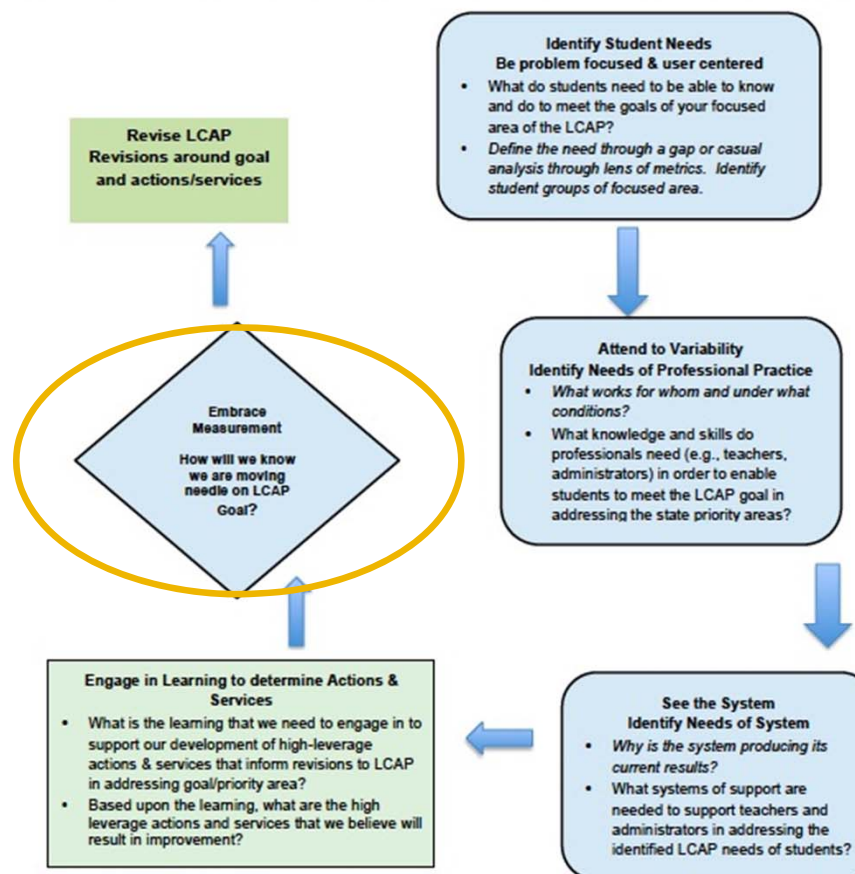
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Revise LCAP
Revisions around goal and actions/services

Embrace Measurement
How will we know we are moving needle on LCAP Goal?

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- *Why is the system producing its current results?*
- What systems of support are needed to support teachers and administrators in addressing the identified LCAP needs of students?

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Santa Clara County Office of Education

131

Community Forum Handouts and Posters

GOAL

State Priorities

Data Related to Goal	Proposed Actions/Services to Meet Goal
Results and Updates	**Guiding Questions**

"Chalk Talk"
Stakeholder Engagement Activity

1. No one may talk at all and anyone may add to the chalk talk as they please.
2. The facilitator writes a relevant question in a circle on the board.
3. The facilitator either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.
4. People write as they feel moved.
5. How the facilitator chooses to interact with the Chalk Talk influences its outcome.

Santa Clara County
Office of Education

Designing an Executive Summary or Plan Summary in Alternative Format

Eight tips to keep it simple
1. Translate everyday activities into meaningful results for your community
2. Frame it: what do you want them to remember?
3. Let real people tell the story instead of the district doing the talking
4. Photos, captions, and headlines can tell the story
5. Humanize stats with personal stories
6. Financials tell the story too. Decide what level of detail to share and make it really easy to understand
7. Remember to thank the stakeholders for making the plan meaningful
8. Call to action – now what?

Executive Summary Samples
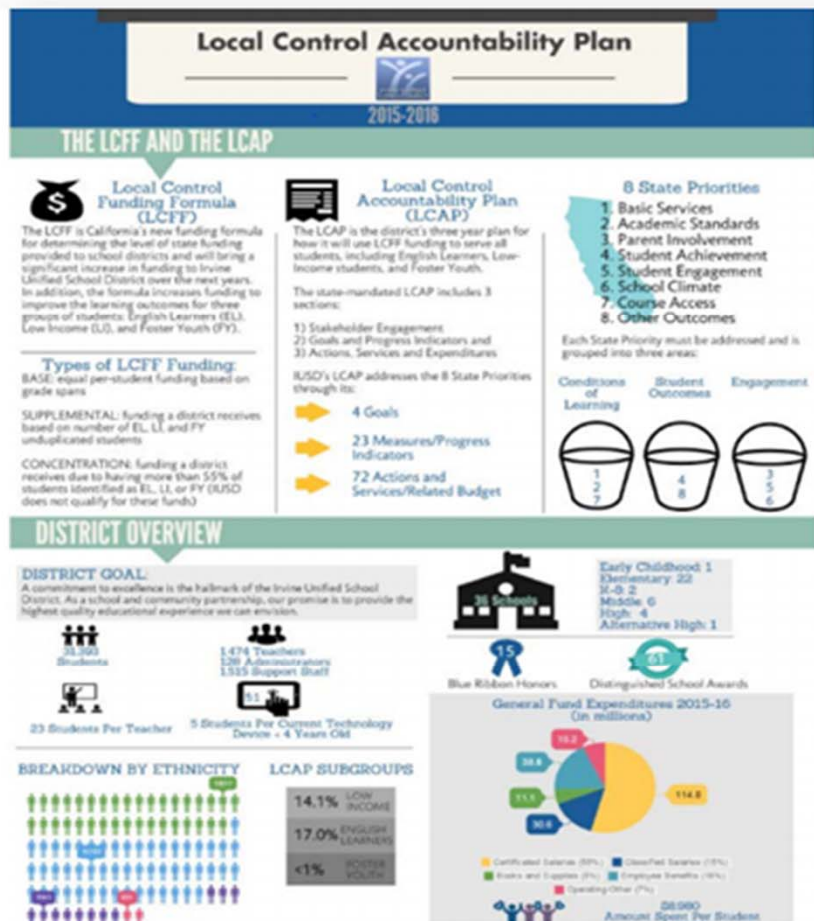
The LCAP Summary

2017-20 Plan Summary

THE STORY
Briefly describe the students and community and how the LEA serves them.

LCAP HIGHLIGHTS
Identify and briefly summarize the key features of this year's LCAP.

Plan Summary: Summary of Progress (Rubric Link)

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

Based on a review of state and local indicators of student performance included in the LCFF Evaluation Rubrics, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success?

Greatest Progress

This year the percentage of students that scored a 3 or above on the Advanced Placement (AP) tests rose 5.6% to 61.4%. Additionally the percentage of historically under-represented subgroups enrolled in AP classes and attempting the AP exams rose enough to reflect the demographics of the district, Hispanic/Latino participation rose 18%, and African American participation rose 14%.

Stakeholder input from parents, staff, and students made further _reducing class size_ at high school a priority to support our continued improvement in serving underrepresented students in AP courses. The addition of the _Naviance college planning software_ to our high schools and the growth of our _Advancement Via Individual Determination (AVID)_ program in our middle schools has helped focus students on college readiness. This year we will expand Naviance to middle school to assist students and their families in planning for high school success. See: _Goal 1 (pg. 18), Goal 2 (pg. 25), Goal 3 (pg. 31)_

See also: "Increased or Improved Services"

Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Need

The district rubric indicator was "yellow" for "all students" based on the 2016 CAASPP Mathematics results. 53% of the district scored standard met or standard exceeded in mathematics. Scores for our unduplicated populations were two performance levels below the below the Asian and White student groups in this measure.

Research is overwhelming that instructor effectiveness is the key to improving outcomes for all students, so the JAUHSD LCAP invests heavily in instructional coaching in content and culturally relevant pedagogy to improve academic outcomes for all students.
LCAP Goal 1 (pg. 14, 15) ($2.1 M)

We are also continuing to invest in professional development for teachers regarding implementation of common core curricula and pedagogy.
LCAP Goal 1 (pg.15,16) ($875,000)

We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels.
LCAP Goal 1 (pg. 17,18) ($4.1 M)

Referring to the LCFF Evaluation Rubrics, address any state indicator for which performance performance of any group was two or more levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps.

Performance Gaps

English learner achievement on CAASPP mathematics and English language arts is two levels below the "all student" performance. To address the gap, JAUSD LCAP includes the following actions and services:

- Professional development to improve ELD in content area subjects *LCAP Goal 1 (pg. 15)*
- Adding classes of ELD content support at middle and high school for EL Level 1 and EL level 2 students *LCAP Goal 1 (pg. 17)*
- Summer School program with targeted classrooms *LCAP Goal 2 (pg. 24)*

Suspension Rate data show that African American and Hispanic/Latino students are two levels below the "all student" performance. To address the gap the following actions and services are included:

- Positive Behavior Interventions and Supports will be implemented at all sites *LCAP Goal 2 (pg. 25)*
- 2 Coaches to provide professional development and model an "*equity emphasis*" and culturally relevant pedagogy *LCAP Goal 1 (pg. 18)*

Plan Summary: Increased or Improved Services

Increased or Improved Services
If not previously addressed, identify two or three most significant ways the LEA will increase or improve services for low income, English learner, or foster youth.

In many districts this is a section that will be a focal area.

Based on staff and stakeholder feedback and research on effective practices we are implementing more than 20 LCAP Action/Services to improve services for the low income, English learner and foster youth including using a portion of the LCFF Supplemental dollars for site allocations based on the number of unduplicated youth served to allow sites to implement site specific solutions based on unique site needs, and site stakeholder input. Three significant actions to improve services are:

- Providing additional ELD and sheltered content class supports for ELD 1 and 2 students at all middle and high schools. See LCAP Goal 1 (pg.15)
- Additional college and career counseling for the lowest performing schools as well as to meet the needs of English learner, migrant, low income, foster youth and African American students. See LCAP Goal 2 (pg. 21)
- Community Specialist support at all schools with high concentrations of Latino, English learner, and African American youth. See Goal 3 (pg. 28)

Santa Clara County
Office of Education

Next Session

Session 3:

Drafting your plan: Making coherency out of your metrics

March 16, 2017 http://santaclara.k12oms.org/201-126014

March 28, 2017 http://santaclara.k12oms.org/201-126015

Thank You! Hope to see you for Session 3

- Please complete an evaluation

- Session 3 (Drafting your plan: Making coherency out of your metrics)

  - March 16 (Thursday) or
  - March 28 (Tuesday)

- Contact **Michael Bachicha, Ed.D.** with any questions

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