

Fall 2017 California School Dashboard Webinar Series

Webinar #1: Introduction to the Dashboard and Local Indicators

Analysis, Measurement, and Accountability Reporting Division
Local Agency Systems Support Office

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Webinar Objectives

- Understand the *background and key features* of the California School Dashboard
- Recognize important elements of *state and local indicators*
- Learn about the *Dashboard interface*, including responding to local indicators
- Know how and when to *access* the California School Dashboard

Background & Key Features

Local Control Funding Formula

Passed in 2013, the Local Control Funding Formula (LCFF) significantly changed how California:

- **provides resources to public schools, and**
- **holds local educational agencies (LEAs) accountable for improving student performance.**

From “sanction and punish” to continuous improvement by:

Building on LEA strengths within priority areas

Developing capacity of LEAs to address disparities in student groups

Supporting LEAs to identify and improve areas of low performance

Development of the California School Dashboard

- In 2016, 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 California School Dashboard (Dashboard) is how performance data from the evaluation rubrics are shown to LEAs and the public.
- The Dashboard was piloted in spring 2017 to provide LEAs and schools time to become familiar with the features prior to full implementation in fall 2017.

Key Messages

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

LCFF Definition of Local Educational Agencies

- **School districts**
- **County offices of education (COE)**
- **Charter schools**
 - The accountability system has certain differences for charter schools


Note: Alternate measures are in development for the Fall 2018 Dashboard release for schools included in the Dashboard Alternative School Status (DASS).

Indicators by LCFF Priority Area

Priority Area	State Indicator	Local Indicator
Priority 1: Basic Services	N/A	Basics Conditions at School
Priority 2: Implementation of State Standards	N/A	Implementation of State Academic Standards
Priority 3: Parent Involvement	N/A	Parent Engagement
Priority 4: Pupil Achievement	Academic Indicator English Learner Progress Indicator	N/A
Priority 5: Pupil Engagement	Chronic Absenteeism Indicator Graduation Rate Indicator	N/A
Priority 6: School Climate	Suspension Rate Indicator	Local Climate Survey
Priority 7: Course Access	College/Career Indicator	<i>Proposed New Local Indicator for 2018</i>
Priority 8: Pupils Outcomes	College/Career Indicator	N/A
Priority 9: Coordination of Instruction if Expelled Pupils	N/A	Coordination of Services for Expelled Students*
Priority 10: Coordination of Services for Foster Youth	N/A	Coordination of Services for Foster Youth*

* Only applies to county offices of education

State and Local Indicator Overview and Performance Descriptions

State Indicators	Local Indicators
<i>Based on data that is collected consistently across the state (i.e. California Longitudinal Pupil Achievement Data System, state assessments, etc.)</i>	<i>Data is not collected at the state level—LEAs measure and report on their progress based on locally collected data</i>
	<p>Met</p> <p>Not Met</p> <p>Not Met for Two or More Years</p>
Performance determined by state based on five-by-five placement charts	Performance determined by LEA based on state-created standards

State Indicators

Performance on State Indicators

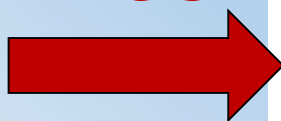
- LEAs, schools, and student groups receive performance levels (or colors) for each state indicator.
- Two years of data (**Status** and **Change**) are required to receive a color:
 - **Status:** Current data
 - **Change:** The difference between current year and prior year(s) of data.

Combine Status and Change Levels to Get a Color!

CHANGE



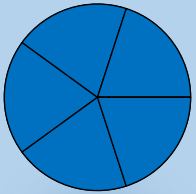
STATUS



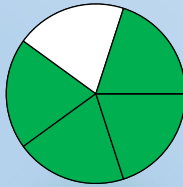
Graduation Status	Graduation Change					
	Level	Declined Significantly by more than 5%	Declined by 1% to 5%	Maintained Declined or improved by less than 1%	Increased by 1% to less than 5%	Increased Significantly by 5% or more
	Very High 95% or more	Gray	Blue	Blue	Blue	Blue
	High 90% to less than 95%	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

Performance Levels

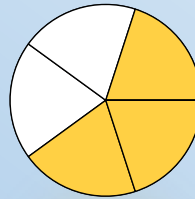
Blue



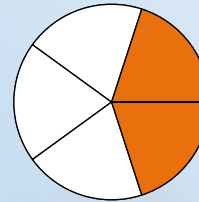
Green



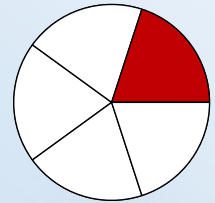
Yellow



Orange



Red



Performance Levels (Cont.)

- To receive a performance level, LEAs, schools, and student groups must have **30 or more students** in both the current and prior years.
 - The “30 or more” determination differs for each state indicator.

State Indicators in the Fall 2017 Dashboard

Chronic Absenteeism (*to be determined*)

Suspension Rate

English Learner Progress

Graduation Rate

College/Career (*status only*)

**Academic: English Language Arts and
Mathematics**

Local Indicators

‘Why’ Local Indicators

- Reflects the emphasis on ‘local control’
- LEAs measure priorities that are oriented more to implementation measurement rather than summative outcome
- Important for the local community to understand the holistic picture of a LEAs progress

Applicability of Local Indicators

Local indicators apply **only to LEAs**, which are defined by LCFF **statute** as:

- School districts
- County offices of education (COEs)
- Charter schools
- Indicators, including local indicators, apply to charter schools for state accountability purposes only if underlying charter petition includes goals for that indicator.

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

Local Indicator: Engagement and Approval Process

Performance Standards

The State Board of Education approved standards for the local indicators that support LEAs in measuring and reporting their progress within the appropriate priority area. The approved standards require the LEA to:

- **Annually** measure its progress.
- Report the results at **a regularly scheduled public meeting** of the local governing board.
- **Publicly report** results through the Dashboard.

Performance Levels

The three performance levels for the local indicators are:

- Met
- Not Met
- Not Met for Two or More Years

Measuring Progress

LEAs demonstrate that the standard is met for a local indicator based on **whether the LEA collected and reported performance data** for each local indicator.

- LEAs should review any actions or local data from within the current or prior school year that demonstrates the LEA has the data to respond to the appropriate local indicator

Reporting Results

- Prior to finalizing information in the Dashboard, the information must be reported at a regularly scheduled district governing board meeting.
- Using the Dashboard Interface, LEAs can provide the results for the governing board to review.
 - Word format versions of the self-reflection tools for each local indicator are also available as part of the [Quick Reference Guide for California's New Accountability System](#).

Reporting Data

For the Fall 2017 Dashboard, LEAs must report on their local indicators by **December 1, 2017:**

- If the LEA completes the self-reflection tool and otherwise meets the standard for a local indicator, the LEA should select *Met*.
- If the LEA does not complete the self-reflection tool for a local indicator, the Dashboard will show as *Not Met*.

Reporting Data (Cont.)

On **December 2, 2017**, the Dashboard will default to *Not Met* if an LEA has failed to complete the performance standard of any applicable local indicator.

Eligibility for technical assistance based on local indicator results begins with the Fall 2018 Dashboard.

- Those LEAs with any local indicator with *Not Met for Two or More Years* in the Fall 2018 Dashboard will be identified for technical assistance

Local Indicator: Dashboard Interface

Priority 1: Basics

Measure Progress

Use data from the CDE's School Accountability Report Card (SARC), to measure progress and respond to the three prompts in the self-reflection tool included in the Dashboard:

- Teacher misassignments
- Student access to instructional material
- Conditions of school facilities

Priority 1: Basics

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Optional Narrative

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Priorities

Priority 1

Priority 2

Priority 3

Priority 6

Priority 9

Priority 10

Finalize

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

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for appropriately assigned teachers, access to curriculum-aligned instructional materials, and safe, clean and functional school facilities (Priority 1).

Standard: Local educational agency 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.

Instructions: Local educational agency uses locally available information, including data currently reported through the School Accountability Report Card, and determines whether it report the results to its local governing board and through the self-reflection tool below. In the future, this information will be auto-populated within the web-based evaluation rubrics system (California School Dashboard) for local educational agencies that use the California Department of Education's School Accountability Report Card template. Currently, all local educational agencies will need to provide the following information:

All fields marked with an asterisk (*) are required

Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions: *

Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home: *

Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies): *

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following: *

☒ Met

☐ Not Met

☐ Not Met For Two or More Years

Priority 1: Basics

Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

Priority 2: Implementation of State Academic Standards

Measure Progress

Option 1 – Narrative Summary

- Identify the locally selected measures or tools used to track progress.
- Briefly describe why the LEA chose the selected measures or tools.
- Summarize the LEA's progress in implementing state academic standards adopted by the SBE.

Priority 2: Implementation of State Academic Standards (Option 1)

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Priorities

Priority 1

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Priority 6

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Priority 10

Finalize

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency 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.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

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Priority 2: Implementation of State Academic Standards

Measure Progress (continued)



Option 2 – Reflection Tool

Complete the optional self-reflection tool included in the Dashboard

Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

Priority 2: Implementation of State Academic Standards (Option 2)



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Optional Narrative

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 9 ✓

Priority 10 ✓

Finalize

Self-Reflection Tool for Implementation of State Academic Standards (Priority 2)

This is the submission form for the local educational agency (school district, charter school, and county office of education) to complete on the local performance indicator for the implementation of state academic standards (Priority 2).

Standard: Local educational agency 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.

Instructions: Local educational agency measures its progress using one of the self-reflective tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, local educational agencies may complete the optional reflection tool (Option 2).

All fields marked with an asterisk (*) are required

Option 1: Narrative Summary

In the narrative box, identify the locally selected measures or tools that the local educational agency is using to track its progress in implementing the state academic standards adopted by the State Board of Education and briefly describe why the local educational agency chose the selected measures or tools.

Additionally, summarize the local educational agency's progress in implementing the academic standards adopted by the State Board of Education, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts – Common Core State Standards for English Language Arts
- English Language Development (Aligned to Common Core State Standards for English Language Arts)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

Text is limited to 3000 characters

Priority 3: Parent Engagement

Measure Progress

Option 1—Survey

LEA annually administers a local survey to parents/guardians in at least one grade within each grade span the LEA serves, summarizes key findings related to:

Parents/guardians input for school and district decision making;

- Promoting parental participation in programs;
- Why the LEA chose the selected survey and if the findings relate to the goals established for other LCFF priorities in the LCAP.

Priority 3: Parent Engagement (Option 1)

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Optional Narrative

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 9 ✓

Priority 10 ✓

Finalize

Self-Reflection Tool for Parent Engagement (Priority 3)

This is the submission form for the local educational agency (school districts, charter school, and county office of education) to complete on the local performance indicator for parent engagement (Priority 3).

Standard: Local educational agency 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.

Instructions: Local educational agency measures its progress using one of the self-reflection tools below and reports the results to its local governing board at a regularly scheduled meeting and through the evaluation rubrics web-based system (California School Dashboard).

Local educational agencies 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 local educational agency briefly describes why it chose the selected measures, including whether the local educational agency expects that progress on the selected measure is related to goals it has established for other Local Control Funding Formula priorities in its Local Control and Accountability Plan.

Option 1: Survey

If the local educational agency administers a local survey to parents/guardians in at least one grade within each grade span that the local educational agency 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 local educational agency chose the selected survey and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Text is limited to 3000 characters

Priority 3: Parent Engagement

Measure Progress (continued)

Option 2 – Summarize

- The LEA's progress on at least one measure relating to seeking input from parents/guardians in school and district decision making
- The LEA's progress on at least one measure related to promoting parental participation in programs; and
- Why the LEA chose the selected measures and whether the findings relate to goals established for other LCFF priorities in the LCAP

Priority 3: Parent Engagement (Option 2)

Option 2: Local Measures

Summarize:

1. The local educational agency's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
2. The local educational agency's progress on at least one measure related to promoting parental participation in programs; and
3. Why the local educational agency chose the selected measures and whether the findings relate to the goals established for other Local Control Funding Formula priorities in the Local Control and Accountability Plan.

Examples of measures that local educational agencies could select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

Text is limited to 3000 characters

fasdfdsfhdgh

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

- ☒ Met
☐ Not Met
☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on meeting the requirements for implementation of state academic standards.

Text limit is 1500 characters

Submit Responses

Reset Form

Priority 3: Parent Engagement

Report Results

- Report the results at **a regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

Priority 6: School Climate

Measure Progress

- Based on the administration of a local climate survey, provide a narrative summary and analysis of student perceptions of school safety and connectedness

Report Results

- Report the results at a **regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

Priority 6: School Climate

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Optional Narrative

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Priorities

Priority 1 ✓

Priority 2 ✓

Priority 3 ✓

Priority 6 ✓

Priority 9 ✓

Priority 10 ✓

Finalize

School Climate (Priority 6)

This is the submission form for the local educational agency coordinator (school district, charter school, and county office) to complete on the local performance indicator for school climate (Priority 6).

Standard: Local educational agency 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 local educational agency 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.

Instructions: Local educational agency administers a survey as specified and reports the results to its local governing board. Local educational agency determines its progress by completing the self-reflection tool below. Local educational agencies will provide a narrative summary of the local administration as analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness at least one grade within the grade span (e.g., K-5, 6-8, 9-12). Specifically, local educational agencies 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 are particularly relevant to school safety and connectedness.

Text is limited to 3000 characters

Insert LEA summary of school climate results.

Criteria:

Please assess the local educational agency performance on meeting the standard by designating the following:*

☒ Met

☐ Not Met

☐ Not Met For Two or More Years

Optional: Provide any additional information that the local educational agency believes is relevant to understanding its progress on school climate.

Text is limited to 1500 characters

Submit Responses

Priority 9: Coordination of Services for Expelled Youth*

Measuring progress

- Use the self-assessment tool included in the Dashboard to determine progress

Report Results

- Report the results at **a regularly scheduled public meeting** of the local governing board
- Publicly report the results through the Dashboard

*For COEs only

Priority 9: Coordination of Services for Expelled Youth

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Priorities

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Priority 3

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Finalize

Coordination of Services for Expelled Students - COE Only (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: County office of education 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: County office of education determines its progress by completing the self-reflection tool below and reports these results to its local governing board and through the evaluation rubrics web-based system (California School Dashboard).

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

All fields marked with an asterisk (*) are required

1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:*

a. Review of required data.
☒ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5

b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.*
☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5

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.*
☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5

2. Coordinating on development and implementation of triennial plan with all local educational agencies within the county.*
☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5

3. Establishing ongoing collaboration and policy development for transparent referral process for local educational agencies within the county to the county office of education or other program options, including dissemination to all local educational agencies within the county a menu of available continuum of services for expelled students.*

Priority 10: Coordination of Services for Foster Youth*

Measuring progress

- Use the self-assessment tool included in the Dashboard to determine progress

Report Results

- Report the results at **a regularly scheduled public meeting** of the local governing board

Publicly report the results through the Dashboard

*For COEs only

Priority 10: Coordination of Services for Foster Youth (1 of 2)

Welcome, TEST School!	<h2>Coordination of Services for Foster Youth – COE Only (Priority 10)</h2> <p>This is the submission form for the county office of education coordinator to complete on the local performance indicator for the coordination of services for foster youth (Priority 10). This form is for county offices of education only.</p> <p>Standard: County office of education annually measures its progress in coordinating services for foster youth 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 web-based system (California School Dashboard).</p> <p>Instructions: County office of education determines its progress through the use of a self-reflection tool that is provided below and report the results to its local governing board and through the evaluation rubrics web-based system (California School Dashboard).</p> <p>Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county?</p> <p>Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability</p> <p>All fields marked with an asterisk (*) are required</p> <p>1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, local educational agencies, the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).*</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5</p> <p>2. Building capacity with local educational agency, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).*</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5</p> <p>3. Providing information and assistance to local educational agencies regarding the educational needs of foster youth in order to improve educational outcomes.*</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5</p> <p>4. Providing direct educational services for foster youth in local educational agency or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.*</p> <p><input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input checked="" type="radio"/> 5</p>
Home	
Optional Narrative	
Help Desk	
Logout	

Priorities	
Priority 1	✓
Priority 2	✓
Priority 3	✓
Priority 6	✓
Priority 9	✓
Priority 10	✓

Finalize

Priority 10: Coordination of Services for Foster Youth (2 of 2)

5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information. *

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing local educational agency and county office of education level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.*

☐ 1 ☐ 2 ☐ 3 ☐ 4 ☒ 5

Criteria:

Please assess the county office of education performance on meeting the standard by designating the following:*



- ☒ Met
☐ Not Met
☐ Not Met For Two or More Years

Optional: Provide any additional information that the county office of education believes is relevant to understanding its progress coordinating services for foster youth.

Text is limited to 1500 characters

Submit Responses

Backend Interface for Dashboard Coordinators



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Optional Narrative

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Priorities

Priority 1

Priority 2

Priority 3

Priority 6

Priority 9

Priority 10

Finalize

California School Dashboard Coordinator Resources

Access to the Dashboard ([Click Here](#)) is now available!

Updates

Optional Narrative Box

To input information into the Optional Narrative Box, please select the Optional Narrative link above. We encourage you to use this area to explain your local context or identify any circumstances that may have impacted your local educational agency's performance. Please note that the text is limited to 500 characters and does not allow for hyperlinks (they will appear as text only).

Local Indicators

For those local educational agencies (LEAs) that have not done so already, the local indicators can be uploaded into the Spring 2017 Dashboard now. Local indicators submitted for the Spring 2017 Dashboard will be carried over to the Fall 2017 Dashboard. The deadline for uploading local indicators into the Fall 2017 Dashboard has not yet been determined, but will not occur before December 1. For additional information regarding the local indicators, select the Resources tab on the [California Accountability Model and School Dashboard Web Page](#).

Resources

[Local Indicator Webinar for Dashboard Coordinators](#) (posted 4-12-17)

This Webinar introduces you to the Dashboard Local Indicator interface, and explains the process for stakeholder engagement and district governing board adoption of local indicators.

[California Accountability Model and School Dashboard Web Page](#)

This Web page includes supporting resources for the Dashboard such as the Technical Guide and Five-by-Five Colored Tables.

[List of Accountability Coordinators](#) (posted 8-17-17)

This file includes the current list of accountability coordinators.

[Communications Toolkit](#)

The toolkit provides links to key Dashboard communications resources. The sample materials in the toolkit are designed to support districts and schools with community engagement efforts. The materials can be customized for local needs and use. Items will be added to the Toolkit as they become available.

[Downloadable Data Files Spring 2017 Dashboard](#) (posted 2-23-17)

This letter provides information about the private preview of the California Department of Education (CDE) Five-by-Five Placement Reports Web page and the Dashboard downloadable data files.

Reporting of Local Indicators in the Dashboard

- Performance ratings for local indicators are reported in the **Equity Report**.
- Detailed information (i.e., narrative, survey responses, etc.) are also available in the **Detailed Reports**.
 - The narrative is limited to 3,000 characters (1,500 characters for the optional box).

Completion of Local Indicators: Feedback from Weaver Union Elementary School District

LCAP Performance Dashboard Web site:

http://lcap.ercdata.com/Dashboard_Weaver#

California School Dashboard Results for District:

<https://www.caschooldashboard.org/#/Details/24658620000000/1/EquityReport>

WEAVER UNION SCHOOL DISTRICT
Providing the Foundation for Our Students to Reach their Potential.

SCHOOLS ▾ BOARD OF EDUCATION ▾ CALENDAR ▾ PARENTS' PAGE ▾ STAFF DIRECTORY ▾

OUR SCHOOLS

Mission Statement

"Within a safe and nurturing environment, the Weaver Union Family will motivate, challenge and educate our students through a variety of individualized instructional methods and diverse learning experiences to become lifelong learners who will have the foundation to reach their full potential and contribute positively to society."

CALENDAR OF EVENTS

Prev 2017 October Next

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2	3	4	5	6	7	8

WHAT'S NEW



California School Accountability Dashboard Published by CDE
Click Above for State Link to Weaver USD Results

Local Accountability Dashboard (Under Construction)

Dashboard Interface and Design Updates for Fall 2017 release

Dashboard Interface

<https://www.caschooldashboard.org/#/Home>




HomeFAQResourcesGlossaryTranslateSearch


California School Dashboard


See how districts and schools are performing on test scores, graduation rates and other measures of student success.

Enter a portion of a school name, district name, or county office of education, and then select the Search button to obtain a list of results.

Getting started: Take 2 minutes and learn about what you'll see.


Fast Start Guide

Video Tutorial

Getting to Know the Dashboard

The Dashboard is being field tested before full implementation in fall 2017. Upcoming Dashboard features will include: a mobile design for smartphone and tablet users; printer-friendly PDFs; and a revised search function. Other changes will be made over time based on user feedback. Reports included in the field test are based on the latest state data available as of fall 2016. Read our [Data Reference Guides](#) for the [spring 2017](#) field test and [fall 2017](#) Dashboard releases to learn more. Future versions of the Dashboard will be published annually each fall and will incorporate the most recent available data.

Student Groups



All Students
English Learner
Foster Youth
Homeless
Socioeconomically Disadvantaged
Students with Disabilities
African American
American Indian
Asian
Filipino
Hispanic
Pacific Islander
Multiple Races/Two or More
White

- For the Status and Change Report and the State Indicator Reports, data will be populated for the first time for two student groups: Foster Youth and Homeless.

***N*-Size for Foster Youth and Homeless Student Groups**

- Different *N* sizes apply at the local educational agency (LEA) and school levels for these student groups:
 - LEA-level: ***N* = 15**
 - School-level: ***N* = 30**

Note: **Charter Schools** will be treated as schools (not LEAs) for reporting these two student groups.

Design Updates for Fall 2017 Dashboard

Equity Report

Sweetwater Union High - San Diego County

[List of all schools in this district](#)

Enrollment: 40,019 **Socioeconomically Disadvantaged:** 59% **English Learners:** 22% **Foster Youth:** N/A

Grade Span: K-Adult **Charter School:** No

Dashboard Release:

Spring 2017

Optional Narrative Summary (Completed by Sweetwater Union High)

Sweetwater is proud of our outstanding performance on the English Learner Progress Indicator and Graduation Rates. Furthermore, our ELA Academic Measure improved significantly in the 15-16 school year. Two areas of focus are the need to improve Math performance and increase support for student groups that are performing below the district average on state measures. In SUHSD we live the motto Stronger Together, and we are confident that we will continue to improve by Putting Students First.

Equity Report

Status and Change Report

Detailed Report

Student Group Report

The Equity Report shows the performance levels for all students on the state indicators. It also shows the total number of student groups that received a performance level for each indicator and how many of those student groups are in the two lowest performance levels (Red/Orange). The total number of student groups may vary due to the number of grade levels included within each indicator. Select any of the underlined indicators for more detailed information.

Fall 2017 Dashboard:

List of Schools Report (*in development*)

Los Banos Unified School District					
List of Schools					
This page lists the names of all schools within the district, and shows their performance levels for all students on the state indicators.					
School Name ^	Suspension Rate ↕	English Learner Progress ↕	English Language Arts ↕	Mathematics ↕	Graduation Rate ↕
Los Banos Unified					
Charleston Elementary					
Crossroads Alternative Education Center					
Green Valley Charter					
Henry Miller Elementary					
Lorena Falasco Elementary					
Los Banos Elementary					
Los Banos High					
Los Banos Junior High					
Merced Springs Elementary					
Pacheco High					
R. M. Miano Elementary					
Volta Elementary					
Westside Union Elementary					

Fall 2017 Dashboard: Link to Five-by-Five Grid

Equity Report

Status and Change Report

Detailed Report

Student Group Report

This report shows the performance levels for a single state indicator, Suspension Rate, for all student groups. It also shows how the current year (status) compares to prior years (change) for each state indicator. Status and change each have five possible levels, which are displayed with the data for each indicator. Select any of the underlined student groups for more detailed information.



View the [Five-by-Five Placement Report](#) for this Indicator.

All

Blue/Green

Yellow

Red/Orange

	Student Performance	Number of Students	Status	Change
All Students		41,599	Medium 5.5%	Maintained 0%
English Learner		7,696	Very High 9.3%	Increased +2.1%

Release Schedule, LEA Private Preview, and Resources

Release Schedule for the Fall 2017 Dashboard

November 1, 2017

- LEA private preview begins
- Rolling weekly release of indicators

November 8 and 9, 2017

- SBE meeting – Potential action on Academic and Chronic Absenteeism Indicators

Week of November 27, 2017

- Public launch of the Dashboard

December 1, 2017

- Local Indicator submission closes
- Rating status will be locked after the submission window closes

Fall 2017 Dashboard Webinar Series

<https://www.cde.ca.gov/ta/ac/cm/fall2017webinars.asp>

Webinar #2: College/Career and the Graduation Rate Indicators

November 2, 2017, 9:30 to 11 a.m.

Webinar #3: Suspension and the English Learner Progress Indicators

November 9, 2017, 9:30 to 11 a.m.

Webinar #4: System of Support

November 14, 2017, 9:30 to 11 a.m.

Webinar #5: Academic and Chronic Absenteeism Indicators

November 16, 2017, 9:30 to 11 a.m.

Webinar #6: Using the Dashboard in the Local Control and Accountability Plan Process

December 6, 2017, 1:30 to 3 p.m.

Private Preview of State Indicator Data

- The private preview is intended to allow you and your colleagues to become familiar with the Dashboard, indicators, and methodologies for measuring performance.
- The Webinar Series is designed to supplement the private preview to assist LEAs to communicate with stakeholders about the Dashboard.

Private Preview of State Indicator Data (Cont.)

- Similar to the Spring 2017 private preview, LEAs, as a condition of accessing the Dashboard, **cannot share *any* reports or data in the Dashboard with anyone not employed by your LEA during the private preview period.**
- The embargo ends when the Dashboard is publicly launched the week of November 27th. LEAs may begin sharing their state indicator data with stakeholders at that time, and it is up to each LEA to determine whether to do so and, if so, how.

Resources

[California School Dashboard - Orientation Tour](#) (PDF)

A PowerPoint presentation on the background and key features of the new California School Dashboard, state and local indicators, and the Dashboard Interface.

[California School Dashboard - Orientation Video](#) (Video; 13:20)

A 15 minute narrated video that provides an overview of the Dashboard, highlighting its key features along with other resources that are available on the site.

[California School Dashboard - Quick Overview](#) (PDF)

A PowerPoint presentation that provides a quick overview of the new California School Dashboard.

[California Model Five-by-Five Placement Reports & Data Web page](#)

These reports display the schools' (by district) and student groups' placement on the five-by-five colored tables.

[Local Indicators Web page](#)

This page identifies the approved standards and tools that LEAs can use to rate local indicators.

Contact Information

Analysis, Measurement, and Accountability

Reporting Division

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aaucde@cdede.ca.gov

Local Agency Systems Support Office

916-323-LCFF (5233)

LCFF@cdede.ca.gov

Weaver Union School District

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jcurry@weaverusd.k12.ca.us