2018 CALIFORNIA SCHOOL DASHBOARD
UPDATES AND CHANGES

The 2017 Dashboard evaluated schools, districts and county offices of education on **four state indicators** (graduation rates, suspension rates, test scores and English learner progress) using California's color-coded performance levels that take both status and change into account. The 2018 Dashboard brings **two additional color-coded indicators** into the Dashboard for the first time, reflecting the completion of a multi-year data collection cycle. Updates and changes for 2018 include:

- **Chronic Absenteeism.** Schools, districts and county offices of education that serve K-8 students will be evaluated for the first time with a red-through-blue color on the Chronic Absenteeism Indicator.

- **College/Career.** Schools, districts and county offices of education that serve 9–12 students will be evaluated for the first time with a red-through-blue color on the College/Career Indicator.

- **Grade 11 Test Scores.** Schools, districts and county offices of education that administer the Smarter Balanced Assessments in math and English language arts in grade 11 will be evaluated for the first time with a red-through-blue color on the Academic Indicator.

- **Dashboard Alternative School Status (DASS) Schools.** The performance of students who attend alternative schools (such as continuation schools and community day schools) will now be factored into Dashboard indicators. Many of these schools are operated by county offices of education, and therefore these agencies will be evaluated by color-coded indicators for the first time.

- **Graduation Rate.** The four-year cohort graduation rate reflects changes in methodology in compliance with U.S. Department of Education requirements.

- **Participation Rate.** Schools, districts and county offices of education will see an adjustment to their performance on the Academic Indicator if less than 95 percent of students participated in the state assessments.

- **Three-by-Five Grids.** Schools, districts and county offices of education with less than 150 students will have the three-by-five grid applied to the Graduation Rate, Suspension Rate and Chronic Absenteeism indicators to prevent large swings in data caused by the small populations of students.

- **English Learner Progress.** With the transition to the new English Learner Proficiency Assessments for California (ELPAC), the English Learner Progress indicator will only report on the results of this assessment on the 2018 Dashboard for information purposes.

CALIFORNIA'S ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT SYSTEM | KEY POINTS

California is making a series of major shifts in public education with one overriding goal: To improve learning so all students can be successful in school, college, work and life. The California School Dashboard, the Local Control and Accountability Plan and the California System of Support are key features of this effort.

KEY POINTS

- **Students are more than just test scores.** The Dashboard gives parents a fuller picture of student performance by displaying statewide data on graduation rates, suspension rates, school attendance rates, college/career readiness rates *and* test scores. It also includes local information about school climate and conditions, parent engagement and basic services.

- **California is putting equity issues up front and center**. The Dashboard breaks down information by student group (low-income, English learner, foster youth, etc.) to help local communities see gaps and resources to support struggling students.

- **California is empowering important conversations.** Local education communities know the local education landscape. But talking frankly about challenges isn't always easy. The Dashboard works in tandem with the Local Control and Accountability Plan process to spark robust discussions about goals, gaps and resource distribution at the local level.

- **All schools and districts have strengths and challenges.** Every school and district can improve. To do so, local communities need to know what they're doing right and where there are issues to address.

- **California is providing unprecedented support to struggling districts -- not punishing them.** Negative labels and sanctions don't help school districts diagnose problems or learn how to help themselves.

- **California is helping districts help themselves.** California is too big and too diverse for top-down mandates to work. The California System of Support is focused on helping local districts tap into rich local resources so they can develop the skills and knowledge educators need to improve student learning.

- **California is creating a connected network of expertise.** Districts can have multiple, complex and localized needs. The System of Support connects districts to specialists who have tackled similar issues and have the experience to help.

- **California is reducing red tape at the local level.** Federal accountability requirements have been folded into California's continuous improvement system, streamlining and strengthening support to struggling schools.

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.

LEVEL 1

SUPPORT FOR ALL

Various state and local agencies provide an array of support resources, tools, and voluntary technical assistance that all LEAs may use to improve student performance at the LEA and school level and narrow gaps in performance among student groups across the LCFF priorities.

LEVEL 2

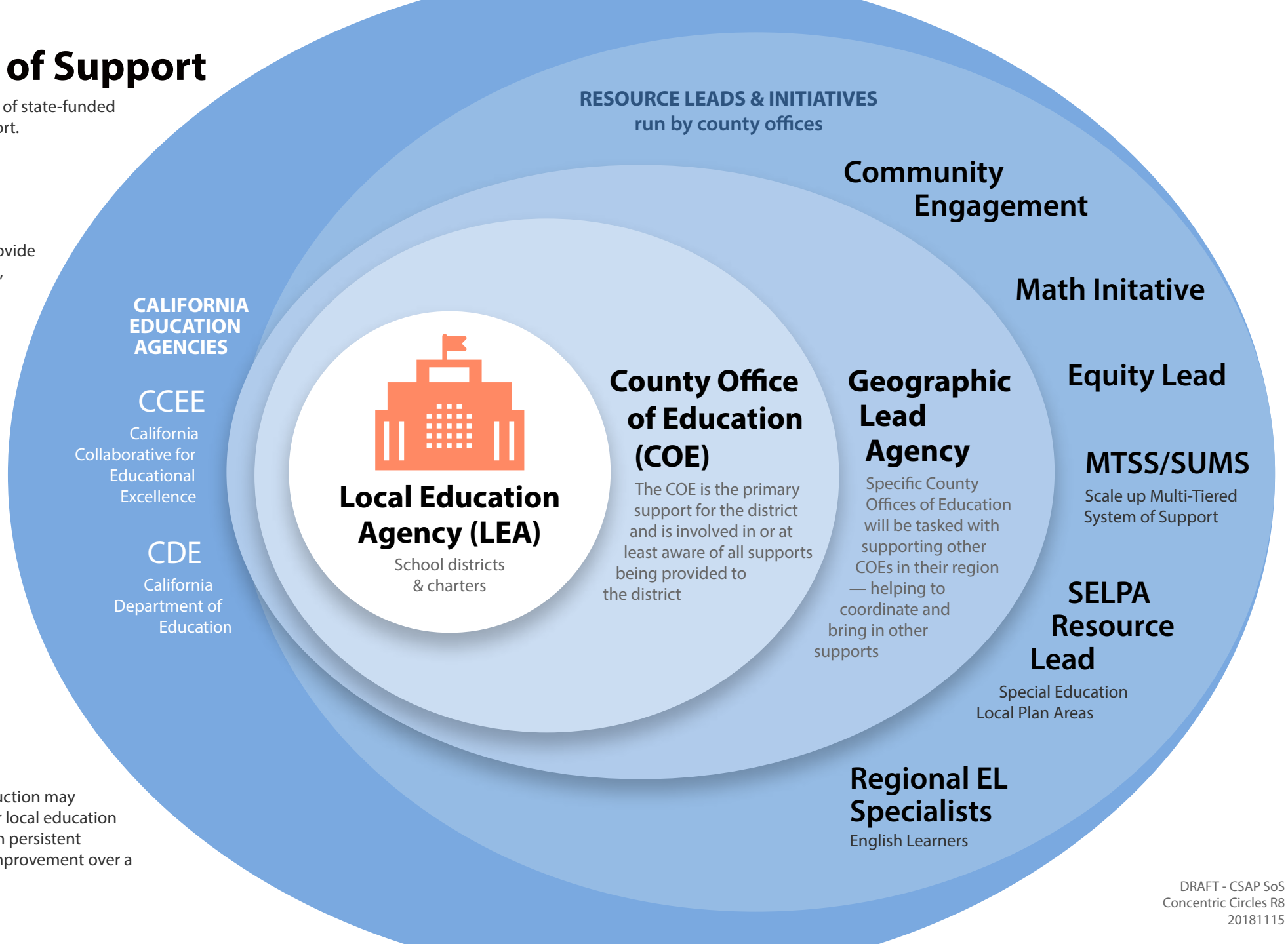
DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with school districts to address identified performance gaps among student groups.

LEVEL 3

INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.



DRAFT - CSAP SoS
Concentric Circles R8
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association of california school administrators

California's Accountability and Continuous Improvement System

Revised November 2, 2018

This memorandum provides information about the California accountability system and system of support framework. It includes the following six sections:

- California School Dashboard – Development of Indicators (page 1)
- Criteria for Identification of Local Educational Agencies for Differentiated Assistance (page 2)
- Overview of California's System of Support (page 3)
- Statutory Provisions on Differentiated Assistance (page 4)
- Criteria for School Identification Under ESSA (page 6)
- Local Educational Agency and School Identification Under LCFF and ESSA (page 7)

All the information in this memorandum is taken directly from Education Code and official documents from the State Board of Education and the California Department of Education.

CALIFORNIA SCHOOL DASHBOARD – DEVELOPMENT OF INDICATORS

Source: SBE September 2018 Agenda Item 1

Current State Indicators	**Current Local Indicators**
• English Language Arts (3-8 and 11)	Priority 1: Basics
• Mathematics (3-8 and 11)	Priority 2: Implementation of Academic Standards
• Chronic Absenteeism (K-8)	Priority 3: Parent Engagement
• Suspension Rate (K-12)	Priority 6: School Climate
• Graduation Rate (9-12)	Priority 7: Access to Broad Course of Study
• College/Career Indicator (9-12)	

Potential Future Dashboard Developmental Work through 2020:

- Inclusion of the English Learner Progress Indicator based on the new ELPAC assessments
- Development of the Student Growth Model/Closure Gap Model
- Development of additional modified methods for DASS schools, such as the CCI and other select indicators
- Development of a proposed Science Indicator based on the California Science Test results

CRITERIA FOR IDENTIFICATION OF LOCAL EDUCATIONAL AGENCIES FOR DIFFERENTIATED ASSISTANCE

Source: April 2018 System of Support FAQ

Basics (LCFF Priority 1)

- Not Met for Two or More Years on Local Performance Indicator

Implementation of State Academic Standards (LCFF Priority 2)

- Not Met for Two or More Years on Local Performance Indicator

Parent Engagement (LCFF Priority 3)

- Not Met for Two or More Years on Local Performance Indicator

Pupil Achievement (LCFF Priority 4)

- Red on both English Language Arts and Math tests *OR*
- Red on English Language Arts or Math tests AND orange on the other test *OR*
- Red on the English Language Indicator (English Learner Student Group only)

Pupil Engagement (LCFF Priority 5)

- Red on Graduation Rate Indicator *OR*
- Red on Chronic Absence Indicator

School Climate (LCFF Priority 6)

- Red on Suspension Rate Indicator *OR*
- Not Met for Two or More Years on Local Performance Indicator

Access to a Broad Course of Study (LCFF Priority 7)

- Not Met for Two or More Years on Local Performance Indicator

Outcomes in a Broad Course of Study (LCFF Priority 8)

- Red on College/Career Indicator

OVERVIEW OF CALIFORNIA'S SYSTEM OF SUPPORT

Source: SBE September 2018 Agenda Item 2

The goal for support at all levels is to assist LEAs and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes. This means that the outcomes for this work include not only improvement on Dashboard indicators from year to year, but also progressing on interim measurements that LEAs collect locally and use throughout the year.

The statute describes using the California School Dashboard as a tool to determine whether LEAs need additional assistance:

- **Support for all LEAs and Schools (Level 1)**: Various state and local agencies provide an array of resources and voluntary assistance that **all** LEAs may use to improve student performance.

- **Differentiated Assistance (Level 2)**: County offices of education must offer **differentiated assistance** to a school district if **any student group met the criteria for two or more LCFF priorities**. EC 52071(b), 52071.5(b).

- **Intensive Intervention (Level 3)**: As the accountability system moves forward, the Superintendent of Public Instruction, with approval of the State Board of Education, may intervene in a school district if **three or more student groups (or all the student groups if there are less than three) met the criteria for two or more LCFF priorities in three out of four consecutive years**. EC 52072, 52072.5.

- Charter school authorizers must offer differentiated assistance to a charter school, and may refer the charter school 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 criteria for one or more state or school priority identified in the charter for three out of four consecutive school years. EC 47607.3.

As reflected in the table below, key shifts in support reflect the intent of the LCFF for differentiated assistance to be tailored to locally identified needs, rather than imposed as a one-size-fits-all solution.

Education Improvement Before LCFF	Education Improvement After LCFF
Top down transactional exchanges focused on schools in isolation	Support providers work alongside LEAs and their schools to identify key challenges and opportunities
Packaged approaches for interventions	Systemic approach tailored to locally identified needs and strengths
Isolated team decision making	Engaging with local educators and communities as part of decision making
Redundancy and contradictions across state and federal programs	Streamlined and coherent expectations for LEAs across state and federal programs
Assistance disconnected from local priorities and focus	Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the LCAP

STATUTORY PROVISIONS ON DIFFERENTIATED ASSISTANCE

Source: AB 1808, Statues of 2018

Requirements in Law: The budget trailer bill, AB 1808, amends existing law to clarify the expectations and requirements for COEs to provide differentiated assistance to school districts, and the ability of a school district to seek assistance from the COE and other providers.

ARTICLE 4.5. Local Control and Accountability Plans and the Statewide System of Support

52071.
(a) If the governing board of a school district requests technical assistance, the county superintendent of schools shall provide technical assistance consistent with paragraphs (1) or (2) of subdivision (c). If a school district has not been identified for technical assistance pursuant to subdivision (c) or for state intervention pursuant to subdivisions (b) and (c) of Section 52072, and if the service requested creates an unreasonable or untenable cost burden for the county superintendent of schools, the county superintendent of schools may assess the school district a fee not to exceed the cost of the service.

(b) If a county superintendent of schools does not approve a local control and accountability plan or annual update to the local control and accountability plan approved by a governing board of a school district, the county superintendent of schools shall provide technical assistance focused on revising the local control and accountability plan or annual update so that it can be approved.

(c) For any school district for which one or more pupil subgroups identified pursuant to Section 52052 meets the criteria established pursuant to subdivision (g) of Section 52064.5, the county superintendent of schools shall provide technical assistance focused on building the school district's capacity to develop and implement actions and services responsive to pupil and community needs, including, but not limited to, any of the following:

(1) Assisting the school district to identify its strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060. This shall include working collaboratively with the school district to review performance data on the state and local indicators included in the California School Dashboard authorized by subdivision (f) of Section 52064.5 and other relevant local data, and to identify effective, evidence-based programs or practices that address any areas of weakness.

(2) Working collaboratively with the school district to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the school district. The county superintendent of schools, in consultation with the school district, may solicit another service provider, which may include, but is not limited to, a school district, county office of education, or charter school, to act as a partner to the school district in need of technical assistance.

(3) Obtaining from the school district timely documentation demonstrating that it has completed the activities described in paragraphs (1) and (2), or substantially similar activities, or has selected another service provider pursuant to subdivision (f) to work with the school district to complete the activities described in paragraphs (1) and (2), or substantially similar activities, and ongoing communication with the school district to assess the school district's progress in improving pupil outcomes.

(4) Requesting that the California Collaborative for Educational Excellence provide advice and assistance to the school district, pursuant to subdivision (g) of Section 52074.

(d) Upon request of a county superintendent of schools or a school district, a geographic lead agency identified pursuant to Section 52073 may provide technical assistance pursuant to subdivision (c). A geographic lead agency identified pursuant to Section 52073 may request that another geographic lead agency, an expert lead agency identified pursuant to Section 52073.1, a special education resource lead

identified pursuant to Section 52073.2, or the California Collaborative for Educational Excellence provide the assistance described in this subdivision.

(e) A school district shall accept the technical assistance provided by the county superintendent of schools pursuant to subdivisions (b) and (c). For purposes of accepting technical assistance provided by the county superintendent of schools pursuant to subdivision (c), a school district may satisfy this requirement by providing the timely documentation to, and maintaining regular communication with, the county superintendent of schools as specified in paragraph (3) of subdivision (c).

(f) This section shall not preclude a school district from soliciting technical assistance from entities other than its county superintendent of schools at its own cost.

Amount in Dollars	**2018-19 Budget Act Investments in System of Support** *Source: SBE August 7, 2018 Informational Memorandum*
$53 M ongoing	**Technical Assistance funding for COEs**: Differentiated assistance to school districts. A formula provides base funding for each COE with two or more districts ($200,000), plus additional funding based on the number of school districts identified for differentiated assistance each year ($100,000, $200,000 or $300,000). ***NEW***
$11.5 M ongoing	**CCEE:** Ongoing funding and greater detail around CCEE's activities, including ongoing statewide trainings, support of geographic lead agencies, and direct technical assistance to LEAs.
$10 M ongoing	**Special Education Resource Lead Agencies**: 6 to 10 SELPAs to work with COEs to improve outcomes for students with disabilities. At least three resource leads must focus directly on building SELPA capacity statewide to work with COEs. ***NEW***
$4 M ongoing	**Geographic Lead Agencies**: 9 COEs selected to build the capacity of other COEs in their area, coordinating and calibrating differentiated assistance across their area, providing differentiated assistance to a school district if its own COE is unable to, and identifying existing resources and developing new resources in response to emerging needs identified within the system of support. ***NEW***
$10 M ongoing	Formula Funds to COEs based on schools identified for school improvement under ESSA
$13.3 M one-time	**Community Engagement Lead Agency**: Funding available through 2023-24 to support initiative designed to build the capacity of communities, school districts, and COEs statewide to engage each other more meaningfully in the LCAP development process, have difficult conversations, build trusting relationships, and to identify effective models of community engagement and metrics to evaluate those models. Work will be led by the San Bernardino COE, the California Association for Bilingual Education and Families in Schools. ***NEW***
$15 M one-time	**Improving School Climate Lead Agency (Multi-Tiered System of Support)**: Expands MTSS framework to foster a positive school climate in academic and behavioral areas. Requires implementation plan align to system of support. Orange County Department of Education and Butte COE are the lead agencies.
$11 M one-time	**Early Math Initiative**: Federal funds for a statewide early math initiative focused on students in Pre-K – 3rd grade that will include development, identification, and distribution of early math resources; professional learning and coaching for educators; and mathematical learning opportunities for children. ***NEW***
$2 M one-time	**English Learner Support**: 11 Regional COEs, led by the San Diego COE, that receive Title III funding required to provide technical assistance to LEAs on federal requirements related to English Learners.

CRITERIA FOR SCHOOL IDENTIFICATION UNDER ESSA

Source: SBE August 22, 2018 Informational Memorandum

ESSA requires states to identify multiple categories of schools for different types of support:

1. At least the lowest performing 5 percent of Title I schools (comprehensive support)
2. High schools with graduation rates below 67 percent (comprehensive support)
3. Schools with "consistently underperforming" student groups (targeted support)
4. Schools identified under #3 where a student group on its own is performing at or below the level of schools identified under 1 (additional targeted support)

Under ESSA, the following actions are required when the state identifies schools for ***comprehensive support*** (i.e., the lowest performing Title I schools and high schools with graduation rates below 67 percent):

- The LEA in which the school is located must develop and implement a "comprehensive support and improvement plan" for the school that considers all accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment, and identifies any resource inequities.

- The school, LEA, and State educational agency must approve the plan.

- The State educational agency must monitor and periodically review the plan.

As noted in the April 2018 agenda Item 1, Attachment 1 (https://www.cde.ca.gov/be/ag/ag/yr18/documents/apr18item01a1.docx), the SBE could consider modifying the Local Control and Accountability Plan (LCAP) plan summary template to include school-level prompts so that school improvement requirements for LEAs with comprehensive support schools can be addressed through the LCAP process. The LEA must adopt the LCAP annually, which would satisfy ESSA's requirement that the LEA approve the school's planned improvement strategies. The existing LCAP review and approval process provides an avenue for addressing the requirement that CDE also approve the plan. Incorporating this information into the LCAP would help ensure that the school improvement strategies align with the LCAP and that the LEA considers how it is supporting the comprehensive support schools within the LCAP development process.

Under ESSA, the following actions are required when the state identifies schools for ***targeted support***:

- The school must develop and implement a "targeted support and improvement plan" for any identified student group at the school that considers all accountability indicators, includes evidence-based interventions, is based on a school-level needs assessment.
- For schools identified for additional targeted support, the plan must also identify any resource inequities to be addressed.
- The LEA must approve the plan.
- The LEA must monitor the plan.

Under existing state law, schools that receive Title I funding must annually develop a School Plan for Student Achievement (SPSA). Per Assembly Bill 716 signed into law in September 2018, the SPSA must be approved by the local governing board, which would satisfy ESSA's requirement that the LEA approve the school's planned improvement strategies. District superintendents must ensure that the strategies in the district's LCAP and school SPSAs align. Utilizing the SPSA would therefore help reinforce the importance of LEAs ensuring that school-level strategies align with the broader LEA-level strategies reflected in the LCAP.

LOCAL EDUCATIONAL AGENCY AND SCHOOL IDENTIFICATION UNDER LCFF AND ESSA

The table below is a summary of the identification criteria for state and federal accountability activities, reflecting state law and California's approved Every Student Succeeds Act State Plan and the proposed process for addressing the school improvement requirements.

Activity	Identification Criteria	Level	Process	Timeline
Local Control Funding Formula (LCFF)	Any student group meets criteria for 2 or more LCFF priorities/indicators	Local educational agencies	COE differentiated assistance	Identified every year
Comprehensive Support ***Lowest Performing Title I Schools***	California will use the color combinations that schools receive on California School Dashboard indicators to identify the lowest performing 5 percent of Title I schools statewide for comprehensive support. The selection criteria for the selection of at least the lowest performing of 5 percent of Title I schools is based on all of the following criteria: • Schools with all red indicators; • Schools with all red but one indicator of any other color; • Schools with all red and orange indicators; and • Schools with five or more indicators where the majority are red.	School Title I schools only	LCAP summary prompt reflecting school improvement strategy in approved School Plan for Student Achievement (SPSA), subject to COE approval	First identified January 2019 Identified once every 3 years
Comprehensive Support ***Graduation Rate below 67%***	California will use the average of two years of graduation rate data to identify schools with a high school graduation rate less than 67 percent. Any school with a graduation rate less than 67 percent averaged over two years will be identified for comprehensive assistance. See June information memorandum.	School High schools only	LCAP summary prompt reflecting approved SPSA, subject to COE approval	First identified January 2019 Identified once every 3 years
Targeted Support	Schools identified for Targeted Support are those with one or more "consistently underperforming" student groups, defined as any student group that both: • Receives at least two color-coded performance ratings on California's Dashboard indicators; and • On its own, meets the criteria for being identified for Comprehensive Support in two consecutive years.	School, based on student group performance Any school	SPSA, approved by LEA (must align to LCAP and follow CDE template)	First identified January 2019 Identified every year**
Additional Targeted Support	California will identify schools for additional targeted support from among the schools with one of more "consistently underperforming" student group. Schools with one or more "consistently underperforming" student group will be identified for additional targeted support if any student group at the school, on its own, meets the criteria used to identify the lowest performing Title I schools for comprehensive support.	School, based on student group performance Any school	SPSA, approved by LEA (must align to LCAP and follow CDE template)	First identified January 2019 Identified once every 3 years

California ESSA Implementation Timeline, 2018-21

2018–19	**2019–20**	**2020–21**	**2021–2022**
LCFF Comprehensive Support *Cohort 1* Targeted Support** Additional Targeted Support *Cohort 1*	LCFF Targeted Support *LCAP Federal Addendum due to CDE by July 2019* *LEA Report Cards, with per-pupil expenditure data incorporated for first time (annual)*	LCFF Targeted Support	LCFF Comprehensive Support *Cohort 2* Targeted Support** Additional Targeted Support *Cohort 2*

***Note: Because of the interrelated selection criteria, schools are only identified for "targeted support" in the years when schools are not identified for "additional targeted support." Additional targeted support schools are selected from among schools with "consistently underperforming" student groups, and all schools with "consistently underperforming" student groups will meet the criteria for additional targeted support.*