Responses to Frequently Asked Questions
From the Spring 2017 Workshops
Hosted by California Collaborative for Educational Excellence (CCEE)

In Spring 2017, the California Collaborative for Educational Excellence (CCEE) hosted 11 workshops throughout the state focused on providing Local Education Agencies or LEAs (county offices of education, school districts, and charter schools), school sites, and community stakeholders with a common baseline understanding of the California School Dashboard (the online version of the LCFF Evaluation Rubrics).

At each workshop, attendees were invited to submit questions. Many of the questions below are drawn directly, or adapted, from such questions. Other questions were selected because of their relevance. Still other questions were added based on the need to highlight certain aspects of Local Control. The CCEE wrote the responses.

All materials from the Spring 2017 workshops are accessible at http://www.ccee-ca.org/workshops-trainings-spring2017.asp. Some important details on the Dashboard have changed since the workshops took place. **The most current information – including technical guides, a communication toolkit, and other valuable resources – is now available online at http://www.cde.ca.gov/dashboard/.**

GENERAL DASHBOARD QUESTIONS

Question #1: How are English learners defined in the Dashboard?

Response #1: English learners (ELs) are defined differently depending on the state indicator.
- » *Chronic Absenteeism*: students who are marked as EL based on the last record in CALPADS. (CALPADS is the California student information system.)
- » *Suspension Rate*: students who are marked as EL based on the last record in CALPADS.
- » *English Learner Progress*: students who take the annual CELDT in the current year or students who were reclassified fluent English proficient (RFEP) in the prior year (i.e., July 1, 2013 to June 30, 2014).
- » *Graduation Rate*: students who are marked as EL at any time during the four-year cohort.
- » *Academic (Math/ELA)*: students who are marked as EL during the time of testing, including students who were reclassified (or RFEP) within the past four years (i.e., reclassified after April 15, 2012).
- » *College/Career*: students who are marked as EL at any time during the four-year cohort.

Question #2: Can a member of the public compare Dashboard results by school, district, or county?

Response #2: Currently, a comparison feature is only available to compare all schools run by a single school district or all schools run by a single county office of education. To compare all schools run by a single school district, go to the Dashboard results for the district in which you are interested and then click on the link titled "List of all schools in this district" just below the name of the district. To compare all schools run by a single county office of education, go to the Dashboard results for the county office of education in which you are interested and then click on the link titled "List of all schools and school districts in this county" just below the name of the county office of education. (Despite the wording of the link, please note that the list only includes the names of schools run by the county office of education.)

Question #3: How does the Dashboard highlight social/emotional outcomes?

Response #3: The local indicator for school climate provides information on social emotional factors.

Question #4: What is included in the "Detailed Report" tab?

Response #4: The fall 2017 release of the dashboard includes three separate detailed reports. The first report, Academic Performance, includes the following: the percent of English Learners who made progress towards English proficiency for the past three years; status results for the college and career indicator; the distance from Level 3 results for English-language arts and mathematics for the past three years

separately for both grades 3-8 and grade 11; and, for LEAs only, the local indicator results for basics and implementation of academic standards.

The second report, School Conditions and Climate, includes the following: the suspension rate for the past three years; and, for LEAs only, the local indicator results for parent engagement and local climate survey, coordination of services for expelled students (county offices of education only), and coordination of services for foster youth (county offices of education only).

The third report, Academic Engagement, includes the following: the graduation rate for the past three years; and, for LEAs only, the local indicator results for basic services and implementation of academic standards.

The information contained in these reports may change for future releases.

Question #5: Where is the "narrative summary" located in the Dashboard?

Response #5: The fall 2017 release of the Dashboard has placed the optional narrative summary at the top of the webpage below the LEA name and demographic information.

Question #6: Is the narrative summary available on all Dashboard layouts?

Response #6: The narrative summary is featured at the top of all reports in the Dashboard (e.g., Equity Report, Status and Change Report, Detailed Report, and Student Group Report) but only for LEAs. School pages on the Dashboard do not have a narrative summary available.

STATE INDICATOR QUESTIONS

Question #7: What is the status of the College/Career indicator?

Response #7: The College/Career Indicator (CCI) measures postsecondary preparedness. Performance on the CCI is calculated based on career technical pathway completion, Grade 11 Smarter Balanced Summative Assessments in ELA and Mathematics, Advanced Placement exams, dual enrollment, International Baccalaureate Diploma exams, and a-g course completion. Based on a student's performance on these metrics, s/he will be listed as "Prepared," "Approaching Prepared," or "Not Prepared." For the fall 2017 release of the Dashboard, there will not be a color. The percentage of students (broken down by student group) who are listed as "Prepared" is available in the Status and Change Report tab and the percentage of students listed as "Prepared," "Approaching Prepared," and "Not Prepared" is available in the Detailed Report tab.

Question #8: Are students in multiple categories (i.e. English Learner, Student with Disabilities) counted more than one time for state indicators?

Response #8: Yes. A student who is an English Learner and also participates in Special Education will be counted in both the English Learner and Special Education categories.

<u>**LOCAL INDICATOR QUESTIONS**</u>

Question #9: How can I access the local indicator self-reflection tools?

Response #9: The Overview Guide for California's New Accountability System (https://www.cde.ca.gov/ta/ac/cm/documents/quickguidefall17.doc) contains copies of the local indicator self-reflection tools. Each LEA has a designated dashboard coordinator who is responsible for uploading the results from the local indicator self-reflection tools.

Question #10: What is an LEA required to do before it can upload the results of the local indicator self-reflections tools?

Response #10: Before uploading the results of the local indicator self-reflections tools, an LEA must report the results to the LEA's governing board at a <u>regularly</u> scheduled meeting of the local governing board.

Question #11: Is the public able to access the results of the local indicator self-reflections tools?

Response #11: The public should be able to access the results of the local indicator self-reflections tools when they are reported to the LEA's governing board at a regularly scheduled meeting of the local governing board. The LEA may also upload the results of the local indicator self-reflections tools to the Dashboard. For any additional information, please contact the LEA directly.

Question #12: What is the timeline to upload the results of the local indicator self-reflections tools?

Response #12: The results of the local indicator self-reflections tools must have been uploaded by December 1, 2017 to be seen by the public on an LEA's Dashboard page. If this did occur, the local indicator rating will be "Met." If this did not occur, the Dashboard will default to "Not Met."

LCAP QUESTIONS

Question #13: Under what conditions should an LEA modify a goal in its LCAP?

Response #13: LEAs may modify a goal each year it is chooses to do so. It is recommended that such a decision be made only after consultation with a wide array of stakeholders and, for a district, its county office of education.

Question #14: Are LEAs required to use the Dashboard data in the LCAP if they have more current data available?

Response #14: While the Plan Summary section of the LCAP does require a reference to an LEA's Dashboard performance, LEAs can use local data to complete the annual measurable outcomes portions of the Annual Update section and the Goals, Actions, and Services section.

OTHER QUESTIONS

Question #15: How do LEAs access the CCEE for support?

Response #15: For inquiries about engaging with the CCEE, please email ccee@ccee-ca.org. You may also speak with your county office of education (for districts) and your authorizer (for charters).

Question #16: How will the Local Educational Agency Plan (LEAP), Single Plan for Student Achievement (SPSA), and the Consolidated Application (ConApp) be aligned?

Response #16: The Every Student Succeeds Act (ESSA) requires LEAs to complete a LEAP that addresses required provisions of ESSA programs under which an LEA applies for federal education funding. Therefore, LEAs that apply for ESSA funds may complete an LCAP Federal Addendum Template (Addendum) and the Consolidated Application. The Addendum, in conjunction with the Consolidated Application, will serve as the ESSA LEA Plan. The Addendum allows an LEA to complete a single LCAP to meet both state and federal requirements, align state and federal resources, and help minimize duplication of effort at the local level. It is anticipated that LEAs will be required to update and submit their Addendum every three years, consistent with the three year LCAP cycle.

An LEA may complete its LCAP Federal Addendum using any one of three options: (1) complete the template for the LCAP Federal Addendum, (2) include the required federal information within its LCAP, or (3) provide the required federal information in another document. The LEA decides which of these three options to use in order to complete its Addendum. Those provisions a school district chooses to address

by including the required federal information within its LCAP (option #2 above) will be reviewed by the school district's county office of education. CDE will review all other provisions addressed by school districts either through the use of the LCAP Federal Addendum (option #1 above) or by providing the required federal information in another document (option #3 above). Where a school district addresses some provisions in the LCAP and other provisions in another document or using the Addendum, CDE and the associated county office of education will coordinate efforts to ensure a comprehensive review. All county office of education and charter school addenda will be reviewed by the CDE.

Question #17: Are there any LCAP submission processes unique to charters that have a county office as an authorizer?

Response #17: The LCAP submission process is the same for charters regardless of what type of entity is their authorizer. A charter school must develop and submit an LCAP by July 1 of each year to its chartering authorizer and to the county office of education. A charter authorized by a county office of education would simply need to submit its LCAP to the county office of education.