Dashboard 101

Tuesday, January 29, 2019

Hosted by:

PUBLIC ADVOCATES | CCEE | California Department of Education

RIVERSIDE COUNTY OFFICE OF EDUCATION | Kern County Superintendent of Schools

JUDY D. WHITE, Ed.D. | Superintendent of Schools

Office of Mary C. Barlow | advocates for children
Agenda

» Section I: Module Overview
» Section II: Accountability and Continuous Improvement
» Section III: Dashboard Overview and LIVE Demonstration
» Section IV: Supporting Site Level Leadership & Stakeholders
» Section V: Supporting District Level Leadership & Stakeholders
» Section VI: Closing and Next Steps
Section I
Module Overview
I. Housekeeping


- **Video**: Recorded webinar
- **Presentation slides**: Webinar
- **Presentation slides**: Dashboard Overview
- **Handout**: Dashboard Discussion Protocol
- **Presentation Slides**: School Site Leadership
- **Handout**: Dashboard Reference Guide
- **Coming Soon!**
  - Video and Podcast on Beaumont Unified
  - Academic Indicator
I. Question and Answer

- All participants may submit questions using the chat feature
- Pause at the end of each section to answer a couple of questions
- Time at the end of the presentation for Q&A
- Contact information is provided (last slide)
I. Audience

Local Educational Agency (LEA) staff involved in supporting and using the California School Dashboard

Community members engaged in data-informed decision making to support local planning and evaluation

Helpful Prior Knowledge

- Basic understanding of state and local indicators
- Familiarity with Dashboard, LCAP, and System of Support
<table>
<thead>
<tr>
<th>Today is...</th>
<th>Today is not...</th>
</tr>
</thead>
<tbody>
<tr>
<td>An opportunity to <strong>receive updates on the Dashboard</strong> and suggestions on how to use as a resource</td>
<td>An overview of accountability requirements for the Dashboard and the LCAP Template</td>
</tr>
<tr>
<td>A chance for experienced attendees to <strong>review resources</strong> that may be helpful in trainings</td>
<td>A deep dive into the nuances of the Dashboard data and technical details</td>
</tr>
<tr>
<td>A time for attendees to <strong>consider how to engage in an improvement cycle</strong>, taking into account local circumstances</td>
<td>A review of a uniform, prescribed process for all LEAs to use throughout the school year</td>
</tr>
</tbody>
</table>
I. Webinar Purpose

» Provide “live” demonstration and walk through of the California School Dashboard

» Discuss updates to state and local indicators

» Explore resources that support training on Dashboard
I. Webinar Objectives

The objectives of this training are to:

» Understand the California School Dashboard

» Learn the new design and navigation features

» Review example data and resources
I. Presenters

» **Rigel Spencer Massaro**, Senior Staff Attorney, Public Advocates, Inc.
» **Cindy Kazanis**, Director, Analysis, Measurement & Accountability and Reporting Division, California Department of Education
» **Jenny Singh**, Administrator, Academic Accountability Unit, California Department of Education
» **Kimberly Mundhenk**, Consultant, Academic Accountability Unit, California Department of Education
» **Melissa Bazanos**, Ed.D., Executive Director, Assessment, Accountability, and Continuous Improvement, Division of Educational Services, Riverside County Office of Education
» **Nick Chitwood**, Ed.D., Data Coordinator, Assessment, Accountability, and Continuous Improvement, Division of Educational Services, Riverside County Office of Education
» **Heather Richter**, Administrator, Continuous Improvement Support, Kern County Superintendent of Schools, Instructional Services
» **Michelle Magyar**, Ph.D., Senior Manager, Continuous Improvement, California Collaborative for Educational Excellence
Section II
Accountability and Continuous Improvement

Rigel Spencer Massaro, Senior Staff Attorney, Public Advocates, Inc.
II. Local Control Funding Formula (LCFF)

**Equity**: addressing different educational needs among students, particularly those who need additional support

**Local Control**: using autonomy and stakeholder support under LCFF to capitalize on LEA unique capacities

**Continuous Improvement**: reflecting and improving on rigorous process to capitalize on LEA's unique capabilities to address different educational needs of students on an ongoing basis
As you are participating in this module, is there a particular student you want this information to impact?

Mark Navarrete
Glen View High School, student
## II. Indicators by Priority

<table>
<thead>
<tr>
<th>Local Control Funding Formula Priority</th>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Priority 1:</strong> Basic Services or Basic Conditions at Schools</td>
<td></td>
<td>Text books availability, adequate facilities, and correctly assigned teachers</td>
</tr>
<tr>
<td><strong>Priority 2:</strong> Implementation of State Academic Standards</td>
<td></td>
<td>Annually report on progress in Implementing the standards for all content areas</td>
</tr>
<tr>
<td><strong>Priority 3:</strong> Parent Engagement</td>
<td></td>
<td>Annually report progress toward: (1) seeking input from parents/guardians in decision making; and (2) promoting parental participation in programs</td>
</tr>
<tr>
<td><strong>Priority 4:</strong> Student Achievement</td>
<td>Academic Indicator (3-8, 11) English Learner Progress Indicator (1-12)</td>
<td></td>
</tr>
<tr>
<td><strong>Priority 5:</strong> Student Engagement</td>
<td>Chronic Absence Indicator (K-8) Graduation Rate Indicator (9-12)</td>
<td></td>
</tr>
</tbody>
</table>
# II. Indicators by Priority

<table>
<thead>
<tr>
<th>Local Control Funding Formula Priority</th>
<th>State Indicators</th>
<th>Local Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6: School Climate</td>
<td>Suspension Rate Indicator (K-12)</td>
<td>Administer a Local Climate Survey every other year</td>
</tr>
<tr>
<td>Priority 7: Access to a Broad Course of Study</td>
<td></td>
<td>Annually report progress on the extent students have access to, and are enrolled in, a broad course of study</td>
</tr>
<tr>
<td>Priority 8: Outcomes in a Broad Course of Study</td>
<td>College/Career Indicator (9-12)</td>
<td></td>
</tr>
<tr>
<td>Priority 9 (COE Only) Services for Expelled Students</td>
<td></td>
<td>Annually report on the coordination of Services for Expelled Students</td>
</tr>
<tr>
<td>Priority 10 (COE Only) Services for Foster Youth</td>
<td></td>
<td>Annually report on the coordination of Services for Foster Youth</td>
</tr>
</tbody>
</table>
II. The California Way

» Improve learning so all students can be successful in school, college, work and life

» LCFF Priorities, *Local Control and Accountability Plan*, *California School Dashboard*, and *System of Support* are key features of this effort
II. Local Control and Accountability Plan

» 3 year accountability plan

» Highlights state priority areas and goals to address local needs

» Engages community members in the planning process

» Provides an opportunity to clarify how LEA is budgeting and programming for equity
II. California School Dashboard

» Online tool that reports performance on state and local measures

» Help parents and educators identify strengths and areas for improvement
II. California System of Support

» Assist LEAs and schools meeting the needs of each student served

» Focus on building capacity to sustain improvement

» Effectively address inequities in student opportunities and outcomes
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.
II. System of Support Eligibility

» Each of the three levels represents a *type of assistance* available or provided to *eligible* LEAs, *not* a status or label applied to LEAs

» Criteria based on *student group performance* across:
  » two or more state and local indicators in the Dashboard
  » or two or more state priorities in the LCAP
<table>
<thead>
<tr>
<th>State Indicators</th>
<th>Local Indicators</th>
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</thead>
<tbody>
<tr>
<td>Not Met for Two or More Years</td>
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</table>

<table>
<thead>
<tr>
<th>LCFF State Priority Areas 1 – 5</th>
<th>LCFF State Priority Areas 6 – 10</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Basics (Priority 1)</strong></td>
<td><strong>School Climate (Priority 6)</strong></td>
</tr>
<tr>
<td>• Not Met for Two or More Years on Local Performance Indicator</td>
<td>• Red on Suspension Rate Indicator, or</td>
</tr>
<tr>
<td></td>
<td>• Not Met for Two or More Years on Local Performance Indicator</td>
</tr>
<tr>
<td><strong>Implementation of State Academic Standards (Priority 2)</strong></td>
<td><strong>Access to a Broad Course of Study (Priority 7)</strong></td>
</tr>
<tr>
<td>• Not Met for Two or More Years on Local Performance Indicator</td>
<td>• Not Met for Two or More Years on Local Performance Indicator</td>
</tr>
<tr>
<td><strong>Parent Engagement (Priority 3)</strong></td>
<td><strong>Outcomes in a Broad Course of Study (Priority 8)</strong></td>
</tr>
<tr>
<td>• Not Met for Two or More Years on Local Performance Indicator</td>
<td>• Red on College/Career Indicator</td>
</tr>
<tr>
<td><strong>Pupil Achievement (Priority 4)</strong></td>
<td><strong>Coordination of Services for Expelled Pupils – COEs Only (Priority 9)</strong></td>
</tr>
<tr>
<td>• Red on both English language arts and math tests, or</td>
<td>• Not Met for Two or More Years on Local Performance Indicator</td>
</tr>
<tr>
<td>• Red on English language arts or math test and Orange on the other test</td>
<td></td>
</tr>
<tr>
<td>• [ELPI Not Available for 2018]</td>
<td><strong>Coordination of Services for Foster Youth – COEs Only (Priority 10)</strong></td>
</tr>
<tr>
<td><strong>Pupil Engagement (Priority 5)</strong></td>
<td></td>
</tr>
<tr>
<td>• Red on Graduation Rate Indicator, or</td>
<td>• Not Met for Two or More Years on Local Performance Indicator</td>
</tr>
<tr>
<td>• Red on Chronic Absence Indicator</td>
<td></td>
</tr>
</tbody>
</table>
II. Continuous Improvement & Engagement Calendar

Sept – Oct (Capacity Building):
- Update Parent Advisory Committees (PAC)
- Build PAC capacity
  - LCFF
  - Dashboard, local indicators
  - School budgets

Oct:
- Work with PAC, community stakeholders to identify evaluations tools (surveys, questions, etc.) for Local indicators.
- Finalize measurements of Local Indicators and report.

Nov (Local Indicators):
- Local Indicators: review/input with PAC & community
- Present Local Indicators to Board

Dec:
- Dashboard results released
- Present district’s results to Board and community.
- Further PAC training
II. Continuous Improvement & Engagement Calendar

Jan – March (Annual Update):
- Review Dashboard (if not done in December).
- Review January budget from Governor with PAC and community stakeholders.
- Share district’s analysis of the areas of need with PAC and community stakeholders.
- Community listening sessions re areas of need
- Further training of PACs

April (LCAP Revision):
- Publish draft LCAP.
- Present draft LCAP to PACs and hold community listening sessions where
  (1) draft LCAP is explained;
  (2) proposed actions viewed against needs reflected in Dashboard results;
  (3) feedback and suggestions gathered.
II. Continuous Improvement & Engagement Calendar

May (Update LCAP Revisions):
- Incorporate May Revisions; be transparent re changes to LCAP.
- Present post-May Revise LCAP to PAC and community stakeholders; gather feedback.
- Provide time for PAC to comment & Supt. to respond re proposed LCAP.
- First Board meeting re proposed LCAP.

June (Finalize LCAP):
- Provide time for PAC to comment & Supt. to respond re proposed LCAP.
- Second Board meeting re proposed LCAP.
- Adopt LCAP and budget by June 30th.
- Recruit new members for PAC for next year.
Section III
California School Dashboard Demonstration
III. Dashboard Overview

Instructional Slides in Dashboard 101 Toolkit

https://www.caschooldashboard.org/
Section IV
Supporting Site Level Leadership
IV. Beaumont Unified

Tony Knapp, Assistant Superintendent, Beaumont Unified

Dr. Bobbie Burnett, Principal, Glen View High School
IV. Dashboard Reflection Tool — Site Leaders

» Title: Here’s What. So What? Now What?

» Resource Author: Beaumont Unified School District

IV. Dashboard Reflection Tool — Site Leaders

» Purpose: To provide a simple data discussion protocol that sequentially takes site leaders through the following steps:

  » *Here’s what* (Develop factual statements regarding performance)

  » *So what* (Interpret the performance data)

  » *Now what* (Create a plan of action)

» Time Frame Needed: 60 minutes
IV. Dashboard Reflection Tool — Site Leaders

Here’s what. *Factual statements.*
Review District Performance Overview and discuss reflection questions (partner or group):

1. What do you notice about the overall performance level color for each state indicator? *Record in table below.*
2. What is the status for each state indicator? *Record in table below.*
3. How did each indicator “change” from the prior year (increased significantly, increased, maintained, declined, declined significantly)? *Record in table below.*
Group discussion using frames:

1. I noticed______ which makes me think________.
2. I am surprised that ________.
3. I’m not surprised that _______ because ___-_____.
4. I notice a potential pattern in the results for ________ which indicate ________.
5. I wonder what is driving the difference in results for ___________.
6. I wonder what might be behind ________.
IV. Dashboard Reflection Tool — Site Leaders

Key considerations when using this document:

» Discussion and reflection utilizing this tool should occur with partners or a group

» Determine what additional site-level or formative data can contribute to understanding causes for Dashboard outcomes

» Utilize the provided frames in order to support reflection among participants

   » Example: I wonder what is driving the difference in results for ____________.
IV. Dashboard Reflection Tool — Site Leaders

Key considerations when using this document:

» Make the connection to district/school priorities, programs, actions and services

» Create a specific plan for sharing Dashboard data with site staff and other stakeholders
IV. Site-Level Reflection Presentation

» Title: California School Dashboard

» Resource Author: Riverside County Office of Education

» Intended Audience: Site-Level Leaders Facilitating Dashboard Discussions Among Site-Level Stakeholders

» Purpose: Facilitate understanding of Dashboard as part of the broader Continuous Improvement System

IV. Site-Level Reflection Presentation

Presentation Sections (1–6):

1. What is the California School Dashboard?

2. Connecting the CA School Dashboard to California’s Accountability and Continuous Improvement System

3. CA School Dashboard Methodology and Indicators

4. CA School Dashboard Analysis

5. Connecting CA School Dashboard Outcomes to School and Classroom Practice

6. CA School Dashboard Resources
IV. Site-Level Reflection Presentation

Section 4: School Dashboard Analysis

» Review your school’s performance for all state indicators.

» What do we notice about the overall performance level (color) for each indicator?

» Which district or school programs, actions, services, or initiatives might be contributing to these results?
IV. Site-Level Reflection Presentation

Section 4: School Dashboard Analysis

» Scroll down to see performance for ELA, Math, ELPAC, and CCI (high schools).

» Discuss a set of questions with your table.

» Example: How did each indicator “change” from the prior year (increased significantly, increased, maintained, declined, declined significantly)? To what do we attribute the change or lack of change?
IV. Site-Level Reflection Presentation

Section 4: School Dashboard Analysis

» Based on review of overall data, select **ONE** indicator to explore in greater depth. Use the “View Additional Reports” button to view 5x5 placement charts:

» Which student groups are demonstrating success or improvement? To what might we attribute success?

» Which student groups need support? How might we respond?

» Are there actions/services in the SPSA aligned to needs?

» How does this indicator connect to outcomes for other Dashboard indicators?

» What local/interim metrics are we using to monitor progress throughout the year?
IV. Site-Level Reflection Presentation

Section 5: Connecting Dashboard to School and Classroom

» The **LCAP** is a comprehensive district plan. The School Plan for Student Achievement (**SPSA**) serves as the school’s comprehensive plan. Plans are aligned to the eight state **priorities** and district/school priorities.

» Dashboard data for state and local **indicators** informs **actions and services** included in the LCAP and SPSA.

» Districts and schools monitor interim **metrics** that contribute to Dashboard outcomes.

» Monitoring **leading indicators** and **formative measures** and adjusting support accordingly will enable schools to provide a targeted focus on **student groups** and **individual** **student** performance and progress.
IV. Site-Level Reflection Presentation

Section 5: Connecting Dashboard to School and Classroom

» Discuss, chart, and record responses:

» What are our **local metrics** that inform annual Dashboard outcomes in **College/Career Readiness**?

» How are metrics **monitored** regularly?

» How do we ensure we focus on **student group** performance and progress?

» How might school policies and practices contribute to the number of students prepared for college and career?

» What supportive practices are implemented in the **school** and **classroom**? How do we know they are occurring and effective?
IV. Site-Level Reflection Presentation

Section 5: Connecting Dashboard to School and Classroom

• Conclude with whole group debrief on table discussions with charted and recorded responses to the guiding questions for each indicator
IV. Site-Level Reflection Presentation

» Key considerations when using this document

» All terminology and graphics are aligned with existing California Department of Education resources

» All indicators are covered in the presentation in Section 4, but data analysis will not cover all Dashboard indicators. Focus on one specific dashboard indicator depending on local needs.
IV. Site-Level Reflection Presentation

» Key considerations when using this document

» It is recommended that Section Five (Connecting Dashboard Outcomes to School and Classroom Practice) NOT be skipped, as it is where Dashboard outcomes are connected to:

» School and classroom practices

» How sites can continuously monitor progress throughout the year
IV. Academic Indicator Video

» Title: The Academic Indicator – California State Dashboard

» Resource Author: Riverside County Office of Education

» Intended Audience: Any stakeholder group

» Format: PDF Presentation, Video

» Purpose: To provide a visual explanation regarding the academic indicator and the calculation of Distance from Standard
IV. Making the Dashboard Real for Students

» Title: Hemet High School Senior Lunch Pass Instructions

» Resource Author: Hemet High School, Hemet Unified School District

» Intended Audience: Site Leaders for Use with Students and Parents

» Format: Single Page Word Document

» Purpose: To use College-Career Indicators as part of a self-analysis by students to determine eligibility to go off-campus for lunch
IV. Making the Dashboard Real for Students

» Key Considerations in Using This Document:

» This is an example of how to make a Dashboard Indicator more tangible for students who are removed from directly responding to the State accountability system.

» Think about how you can create opportunities in your local context to have students analyze their own progress to College-Career Readiness.

» Consider how to communicate the details of similar efforts with school site staff such as counselors or teachers, as well as with parents or other stakeholders.
Section V
Supporting District Leadership and Stakeholders

Heather Richter, Administrator, Kern County Office of Education
V. Dashboard Reference Guide

» Developed by Kern COE to support district administrators

» KCOE Google Folder:
  » Short Overview (also included in this slide deck)
  » Dashboard Basics Presentation
  » Dashboard Reference Guide
V. Purpose of the Dashboard Reference Guide

1. Provide a quick reference guide for administrators and stakeholders
   a. Identify indicators
   b. Identify data used for each indicator
   c. Identify the criteria used to calculate status and change
   d. Provide the 5x5 or 3x5 grids for each indicator by category

2. Provide meaningful use of the 5x5 or 3x5 grids to create appropriate LCAP measurements
V. Dashboard Reference Guide

Conditions and Climate

Suspension Rate Indicator (Grades K-12) (Priority 6: School Climate)

Who Receives this Indicator?
All LEAs and schools with 30 or more students who are cumulatively enrolled (enrolled at any time during the school year) in K-12 in both the current and prior year.

Data Source-
CALPADS data submitted by LEAs is used to calculate Suspension Rate. Calculations are based on the unduplicated number of students suspended. Note: This is not suspension events, but EACH child suspended in an academic year.

Status Calculation

*Unduplicated number of students suspended (during the 2017-2018 school year) divided by Cumulative enrollment multiplied by 100

Change Calculation

Status (2017-2018 Suspension Rate) minus (2016-2017 Suspension Rate)

Note: Both “in school” and “out-school” suspensions are included in the calculation of the suspension rate. Expulsions are not included in calculating the suspension rate.

Elementary District Suspension

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Increased Significantly from Prior Year (by greater than 2.0%)</th>
<th>Increased from Prior Year (by 0.3% to 2.0%)</th>
<th>Maintained from Prior Year (declined or increased by less than 0.3%)</th>
<th>Declined from Prior Year (by 0.3% to less than 2.0%)</th>
<th>Declined Significantly from Prior Year (by 2.0% or greater)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>N/A</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Low</td>
<td>N/A</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Medium</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>High</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very High</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
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</table>
V. Dashboard Reference Guide

**Conditions and Climate**

Suspension Rate Indicator (Grades K-12)

**Elementary School Suspension**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Increased Significantly from Prior Year (by greater than 2.0%)</th>
<th>Increased from Prior Year (by 0.3% to 2.0%)</th>
<th>Maintained from Prior Year (declined or increased by less than 0.3%)</th>
<th>Declined from Prior Year (by 1.0% or greater)</th>
<th>Declined Significantly from Prior Year (by 0.3% to less than 1.0%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low 0.5% or less in Current Year</td>
<td>N/A</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Greater than 0.5% to 1.0% in Current Year</td>
<td>N/A</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Medium Greater than 1.0% to 3.0% in Current Year</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>High Greater than 3.0% to 6.0% in Current Year</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very High Greater than 6.0% in Current Year</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
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**Conditions and Climate**

Suspension Rate Indicator (Grades K-12)

**Middle School Suspension**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Increased Significantly from Prior Year (by greater than 4.0%)</th>
<th>Increased from Prior Year (by 0.3% to 4.0%)</th>
<th>Maintained from Prior Year (declined or increased by less than 0.3%)</th>
<th>Declined from Prior Year (by 0.3% to less than 3.0%)</th>
<th>Declined Significantly from Prior Year (by 3.0% or greater)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low 0.5% or less in Current Year</td>
<td>N/A</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Low Greater than 0.5% to 2.0% in Current Year</td>
<td>N/A</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Medium Greater than 2.0% to 8.0% in Current Year</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>High Greater than 8.0% to 12.0% in Current Year</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very High Greater than 12.0% in Current Year</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
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</table>
V. Dashboard Reference Guide

### Conditions and Climate

**Suspension Rate Indicator (Grades K-12)**

#### High School District Suspension

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Increased Significantly from Prior Year (by greater than 3.0%)</th>
<th>Increased from Prior Year (by 0.5% to 3.0%)</th>
<th>Maintained from Prior Year (declined or increased by less than 0.5%)</th>
<th>Declined from Prior Year (by 2.5% to less than 3.0%)</th>
<th>Declined Significantly from Prior Year (by 3.0% or greater)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>N/A</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Low</td>
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<td>Blue</td>
</tr>
<tr>
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<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>High</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very High</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

#### Unified School District Suspension

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Increased Significantly from Prior Year (by greater than 2.0%)</th>
<th>Increased from Prior Year (by 0.3% to 2.0%)</th>
<th>Maintained from Prior Year (declined or increased by less than 0.3%)</th>
<th>Declined from Prior Year (by 0.3% to less than 2.0%)</th>
<th>Declined Significantly from Prior Year (by 2.0% or greater)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>N/A</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Low</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Medium</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>High</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very High</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>
### V. Dashboard Reference Guide

#### Conditions and Climate

**Suspension Rate Indicator (Grades K-12)**

**High School Suspension**

<table>
<thead>
<tr>
<th>Performance Level</th>
<th>Increased Significantly from Prior Year (by greater than 2.0%)</th>
<th>Increased from Prior Year (by 0.3% to 2.0%)</th>
<th>Maintained from Prior Year (declined or increased by less than 0.3%)</th>
<th>Declined from Prior Year (by 0.3% to less than 2.0%)</th>
<th>Declined Significantly from Prior Year (by 2.0% or greater)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low 1.0% or less in Current Year</td>
<td>N/A</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>Low Greater than 1.0% to 2.5% in Current Year</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
</tr>
<tr>
<td>Medium Greater than 2.5% to 4.5% in Current Year</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
</tr>
<tr>
<td>High Greater than 4.5% to 8.0% in Current Year</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very High Greater than 8.0% in Current Year</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>

#### Conditions and Climate

**Suspension Rate Indicator (Grades K-12)**

**Three-by-Five Colored Table for Suspension Rate: High School Example**

- The three-by-five methodology is applied to small student populations (less than 150) and is applicable at LEA, School, and Student Group Levels.
V. How might the Dashboard inform my LCAP?
V. How do you determine Expected Annual Measurable Outcomes?

<table>
<thead>
<tr>
<th>Metrics/Indicators</th>
<th>Baseline</th>
<th>2017-18</th>
<th>2018-19</th>
<th>2019-20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 6a Suspension Rate</td>
<td>All students-5.2%</td>
<td>All students-4.2%</td>
<td>All students-3.2%</td>
<td>All students-2.2%</td>
</tr>
<tr>
<td>Decrease status by 1% or more each year</td>
<td>English Learners-4.6%</td>
<td>English Learners-3.6%</td>
<td>English Learners-2.6%</td>
<td>English Learners-1.6%</td>
</tr>
<tr>
<td>until all student groups have a</td>
<td>Hispanic-5.1%</td>
<td>Hispanic-4.1%</td>
<td>Hispanic-3.1%</td>
<td>Hispanic-2.1%</td>
</tr>
<tr>
<td>performance color of green</td>
<td>Students with Disabilities-9.5%</td>
<td>Students with Disabilities-8.0%</td>
<td>Students with Disabilities-6.5%</td>
<td>Students with Disabilities-5.0%</td>
</tr>
<tr>
<td></td>
<td>Socioeconomically</td>
<td>Socioeconomically</td>
<td>Socioeconomically</td>
<td>Socioeconomically</td>
</tr>
<tr>
<td></td>
<td>Disadvantaged-6.3%</td>
<td>Disadvantaged-5.3%</td>
<td>Disadvantaged-4.3%</td>
<td>Disadvantaged-3.3%</td>
</tr>
</tbody>
</table>
1. Determine where each student group is located on the 5x5 grid.

2. Determine long term goal or performance color with needed stakeholders.

3. With long term goal in mind, how might progress be made?
   a. Focus on % of current year status?
   b. Focus on % of change from last year?

4. How much progress needs to be made yearly to reach your long term goal?

5. Report that annual progress with the LCAP/SPSA Annual Measurable Outcomes.

6. Discuss what actions and services are in place to support the long term goals.
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

[Add text here]

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

[Add text here]

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

[Add text here]

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

[Add text here]

The dashboard helps LEAs add meaningful data points into the Review of Performance in the LCAP template.

What are your green and blue priorities?
What are your areas with high status?
What are your areas with greatest growth?

What are your orange or red priorities?
What are your areas with low status?
What are your areas with the least growth?

Once the identification of student groups with performance gaps from this area, what changes will you make in your actions and services?

What actions and services will be given to address the greatest needs?
What actions and services will help accelerate the closing of performance gaps?
Section VI

Closing and Next Steps

Michelle Magyar, Ph.D., Senior Manager, California Collaborative for Educational Excellence
VI. Closing Comments

» Dashboard is part of a larger system
» Local, formative data used continuously
» Provides information to inform LEA decisions on supports
» High need or unduplicated student groups
Academic Engagement
See information that shows how well schools are engaging students in their learning.
VI. Survey Link

- Link will be provided at the conclusion of the presentation
VI. Disclaimer

» Any references herein, regardless of form, to any person or organization other than the CCEE—or to third party-created activities, products, services, or links—are provided solely for convenience and informational purposes.

» Such references do not constitute or imply endorsement, recommendation, or preferential treatment by the CCEE or any of its agents or representatives.

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VI. Additional Resources

California School Dashboard and System of Support
California's new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California's diverse student population.

Reports
California School Dashboard (opens in new window)
The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

School Dashboard Additional Reports and Data (opens in new window)
Access the following four reports: the Five-by-Five Placement Reports, the College/Career Reports, the Participation Rate Report, and the Student Groups Report.

Overview
The California School Dashboard – Let the Conversation Begin (Video: 1:53)
VI. Additional Resources

Assessment, Accountability, and Continuous Improvement (AACI)

The Assessment, Accountability, and Continuous Improvement (AACI) unit provides services to improve student achievement particularly for English learners, students who are socioeconomically disadvantaged, students with disabilities, and students from historically underperforming ethnic subgroups. Our goal is to close the achievement gap between these groups of students and more advantaged peers.

The unit consists of the Regional System of District and School Support (RSDSS) for Region 10 (Riverside, Inyo, Mono and San Bernardino Counties), the Riverside County Assessment Network, and Project and English Learner Directors (PELD).

Additional data and assessment services available upon request.
VI. Additional Resources
VI. CCEE Trainings


Budget Transparency: LCFF Overview for Parents!

» February 21, 2019
  10:30am - 12:00pm
  Register here!

Data & Evaluation: Spotlight on Chronic Absenteeism

» February 27, 2019
  1:00pm - 3:00pm
  Register here!
VI. CCEE Toolkits

(https://ccee-ca.org/resource-collection.asp)

» Dashboard Alternative School Status (DASS) Toolkit
» Authentic LCAP Engagement Toolkit
» Rethinking Increased/Improved Services & the LCAP
VI. CDE Implementation Update Sessions for Stakeholders

January 29, 2019 at 2 p.m.
Local Control and Accountability Plan (LCAP) Changes
Event number: 669 254 362
Event password: 161484
Event registration/address for attendees:
https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e48a89bfde4e65ce4e0218f5202d7f6cb

February 5, 2019 at 2 p.m.
School Plan for Student Achievement (SPSA)
Event number: 661 374 924
Event password: 161486
Event registration/address for attendees:
https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e786a73ca58158703ebac8df009e084ed

February 15, 2019 at 12:30 p.m.
ESSA Implementation Stakeholder Session
In Person Attendee: 1500 Capitol Avenue, Auditorium
Virtual Attendee:
Event number: 404 928 073
Event password: 162266
Event registration/address for attendees:
https://cdeevents.webex.com/cdeevents/onstage/g.php?MTID=e1b3a6a449f2fe1172be0239d2c8479c1
VI. Acknowledgements

- Tony Knapp, Assistant Superintendent, Instructional Support Services, Beaumont Unified School District
- Bobbie Burnett, Ed.D., Principal, Glen View High School
- Mark Navarrete, student, Glen View High School
<table>
<thead>
<tr>
<th>Contact Us</th>
<th>California Collaborative for Educational Excellence</th>
<th>Michelle Magyar, Senior Manager of Continuous Improvement</th>
<th><a href="mailto:mmagyar@ccee-ca.org">mmagyar@ccee-ca.org</a></th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Advocates</td>
<td>Rigel Spencer Massaro, Senior Staff Attorney</td>
<td><a href="mailto:rmassaro@publicadvocates.org">rmassaro@publicadvocates.org</a></td>
<td></td>
</tr>
<tr>
<td>California Department of Education</td>
<td>Cindy Kazanis, Director, Analysis, Measurement &amp; Accountability and Reporting Division</td>
<td><a href="mailto:CKazanis@cde.ca.gov">CKazanis@cde.ca.gov</a> <a href="mailto:JSingh@cde.ca.gov">JSingh@cde.ca.gov</a></td>
<td></td>
</tr>
<tr>
<td>Riverside County Superintendent of Schools</td>
<td>Melissa Bazanos, Ed.D., Executive Director, Assessment, Accountability, and Continuous Improvement, Division of Educational Services Nick Chitwood, Ed.D., Data Coordinator, Assessment, Accountability, and Continuous Improvement, Division of Educational Services</td>
<td><a href="mailto:MBAZANOS@rcoe.us">MBAZANOS@rcoe.us</a> <a href="mailto:nchitwood@rcoe.us">nchitwood@rcoe.us</a></td>
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<tr>
<td>Kern County Superintendent of Schools</td>
<td>Heather Richter, Administrator-Continuous Improvement Support</td>
<td><a href="mailto:herichter@kern.org">herichter@kern.org</a></td>
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