WELCOME & INTRODUCTION
Grounding Activity

» Turn to a person you don’t know

» Share 1-2 things your LEA, school site, or organization is trying to do for students and 1-2 challenges to doing so

» Remember

• We live in communities with different assets and challenges
• We want all students to be successful
Agenda for the Day

- LCFF Fundamentals
  - Getting ready to improve
- Major LCFF Updates
  - California School Dashboard
  - LCAP Template
  - Improving knowledge
- LCFF Cycle
  - Improving skill
- Lunch
  - Improving mood
- Breakout Sessions
  - Further improving skill
Breakout Sessions

» Two cycles of breakout sessions
  • Same options for each cycle

» Encouraged but not required to attend each session as a team

» If session is filled, go to next choice and return to first choice during second cycle

» See handout for topics and locations
<table>
<thead>
<tr>
<th><strong>Today is...</strong></th>
<th><strong>Today is not...</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>An opportunity to get updates on the Dashboard and the LCAP Template and suggestions on how to use those resources</td>
<td>An overview of accountability requirements for the Dashboard and the LCAP Template</td>
</tr>
<tr>
<td>A chance for experienced attendees to review resources that may be helpful in trainings</td>
<td>A deep dive into the nuances of LCAP approval</td>
</tr>
<tr>
<td>A time for attendees to consider how to engage in an improvement cycle, 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>
Workshop Considerations

» Workshop will include considerations

» Considerations focus on how to use the Dashboard and LCAP Template to support continuous improvement practices

» Considerations are not requirements

» Attendees may use, modify, or disregard considerations
Questions

» Use the Questions form
  • Add questions throughout presentation

» Submit unanswered questions at end of presentation
  • Top questions from all Spring workshops will be included in new FAQ
  • County offices of education and statewide associations are also available to respond to questions
Section 1

LCFF FUNDAMENTALS
LCFF Fundamentals

» This section will provide a reminder of the fundamentals underlying LCFF

1. Three Pillars of LCFF
2. What did LCFF Change
3. About the California Collaborative for Educational Excellence
1. Three Pillars of LCFF

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

» **Local Control**: using autonomy under LCFF to capitalize on LEA unique capacities
1. Three Pillars of LCFF

» **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
### 2. What Did LCFF Change?

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>NOW</th>
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<tbody>
<tr>
<td>» <strong>State-directed</strong> categorical programs</td>
<td>» <strong>Local authority</strong> able to direct spending to greatest local needs</td>
</tr>
<tr>
<td>» Lack of additional funding for at-risk students</td>
<td>» <strong>Additional funding</strong> for low-income, English Learner, and foster youth students</td>
</tr>
<tr>
<td>» Performance determined by a single performance indicator (i.e. API)</td>
<td>» Performance represented by multiple measures</td>
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</table>
### 2. What Did LCFF Change?

<table>
<thead>
<tr>
<th>BEFORE</th>
<th>NOW</th>
</tr>
</thead>
<tbody>
<tr>
<td>» Performance most often measured <strong>only</strong> by achievement</td>
<td>» Performance measured by <strong>both</strong> achievement and growth</td>
</tr>
<tr>
<td>» Performance measured by student <strong>test scores</strong></td>
<td>» Measures also include <strong>additional academic and socioemotional outcomes</strong></td>
</tr>
<tr>
<td>» Support was <strong>prescriptive</strong>, with certain models required to be adopted</td>
<td>» Support providers work <strong>in partnership</strong> with LEAs</td>
</tr>
</tbody>
</table>
3. About the CCEE

» The CCEE was created to *advise and assist* LEAs to improve student outcomes

» State is supporting implementation of LCFF by providing funding to CCEE for statewide professional development

• Workshops are part of that professional development
3. About the CCEE

» Evolving Guiding Principles

• Profound respect for local level

• Community stakeholders are important

• Commitment to improvement process must be owned by those at local level

• Closing achievement gap (i.e., system change and capacity building) takes time
Section 2

MAJOR LCFF UPDATES
Major LCFF Updates

» This section will provide updates since November 2016

1. Dashboard: Website
2. Dashboard: Local Indicator Self-Reflection Tools
3. LCAP Template: New Plan Summary Section
4. LCAP Template: Three Year Static Plan
5. Support and Assistance
1. Dashboard

» Website

- Up and running
- Able to search by LEA or school site
- Next slides show screenshots from Dashboard
- Visit URL below to follow along on your devise

www.CASchoolDashboard.org
Landing page

Coming soon!
A CDS (County-District-School) Code is a number given by CDE to every LEA and school site.

Enter name of LEA or school site here.

The organization is the name of the LEA or school site.

The city is where the LEA or school site is located.
All LEAs and school sites with “Sanger” in title are automatically listed.

Entered “Sanger” in search

Click “Sanger Unified”
Lists LEA/school site and report currently in view

Name of report

Name of LEA/school site and county

Year the data is being reported (not year of data)
The top of every page identifies key demographic information of LEA or school site.

Enrollment: 9909  Socioeconomically Disadvantaged: 78%  English Learners: 21%

Foster Youth: N/A  Grade Span: K-Adult  Charter School: No

Tabs on each page identify various reports available for each LEA and school site.
2. Self-Reflection Tools

» Local Indicators
  • Basics (Teachers, Instructional Materials, Facilities)
  • Implementation of Academic State Standards
  • Parent (Family) Engagement
  • Local Climate Survey
2. Self-Reflection Tools

» Local Indicator Ratings
  • Data Reported
    - Used self-reflection tool to evaluate progress on local indicator
    - Reported results from self-reflection tool at regularly scheduled governing board meeting and on Dashboard
  • Data Not Reported or Data Not Reported for Two or More Years

Consideration: While results of self-reflection tool don’t impact local indicator rating, they should generate questions and discussion, particularly if the results show a need to improve.
Questions on the Dashboard?

» Go to Dashboard 101 Breakout Session

» Session will cover

  » State indicator definitions

  » Local indicator self-reflection tools

  » How state performance levels and local indicator ratings are determined

» Various Dashboard reports
3. Plan Summary

» The Story
» LCAP Highlights
» Review of Performance
  • Greatest Progress
  • Greatest Need (incorporate Dashboard)
  • Performance Gaps (incorporate Dashboard)
» Increased or Improved Services
» Budget Summary

Consideration:
The Plan Summary is not a true executive summary so LEAs should still feel free to create one.
3. Plan Summary

» The Story
» LCAP Highlights
» Review of Performance
  • Greatest Progress
  • Greatest Need (incorporate Dashboard)
  • Performance Gaps (incorporate Dashboard)
» Increased or Improved Services
» Budget Summary

Consideration: Go beyond state indicators – they are one good way to measure progress, need, and gaps— but not the only way
3. Plan Summary

» The Story
» LCAP Highlights
» Review of Performance
  • Greatest Progress
  • Greatest Need (incorporate Dashboard)
  • Performance Gaps (incorporate Dashboard)
» Increased or Improved Services
» Budget Summary

**Consideration:**
In list of actions/services that increases/improves services for unduplicated students, include new and most expensive actions/services.
4. Static Plan

» LCAP is now a 3-year static plan with annual updates

• By June 30, 2017: Adopt a plan that covers 2017-18, 2018-19, and 2019-20

• By June 30, 2018: Adopt a revision to the plan for 2018-19 and 2019-20 (nothing for 2020-21)

• By June 30, 2019: Adopt a revision to the plan for 2019-20 (nothing for 2020-21 and 2021-22)
4. Static Plan

Reflect on the past year
Make a new plan for the next 3 years
4. Static Plan

» **School districts/COEs:** LCAP is static 3-year plan which is reviewed and updated in second and third years

» **Charter schools:** may complete the LCAP to align with the term of the charter school’s budget, which is submitted to (but not approved by) the school’s authorizer
5. Support and Assistance

» **Level 1**: Support for all LEAs (CDE, CCEE, COE, other support providers)

» **Level 2**: Differentiated Assistance (CDE, CCEE, and COE)

» **Level 3**: Intensive Intervention (CDE makes determination)
Section 3A

LCFF CYCLE - OVERVIEW
Recall that continuous improvement is reflecting and improving on rigorous process to capitalize on LEA's unique capabilities to address different educational needs of students.

LCAP is one way to document results of this process on an annual basis.

This section is to help improve your skill in designing a better LCAP.
Designer

/de·sign·er/

adjective

1. [People]...who plan the form, look, or workings of something before its being made or built, typically by drawing it in detail
LCFF Cycle

» Role of LEA leaders is to design and administer annual process that leads to ever-more inclusive, transparent, focused, and effective LCAPs

» Role of LEA staff and stakeholders is to help design and support implementation of annual process
Annual Process

» Important characteristics of a successful annual process

• Taking risks
• Missing the mark
• Course correcting
• Staying urgent
• Having patience
Annual Process

- Suggested annual process focuses on LCAP
  - Alternative focuses: single LCAP goal, SPSA
- Suggested phases for use by designers
  - Preparing to sketch out the LCAP
  - Sketching out the LCAP
  - Finalizing the LCAP
  - Reflecting on the annual process
Annual Process Phases

- Reflecting
- Preparing
- Finalizing
- Sketching
Annual Process Example

» Real experience of high school district

» In preparing to sketch out part of LCAP, the following activities occurred:

  • Used data to discover significant disparities in AP enrollment and achievement
  • Discussed internally potential approaches to remedying disparities
  • Identified stakeholders to consult when sketching out LCAP
Annual Process Example

» In sketching out part of LCAP, the following activities occurred:

• Shared data disparities in AP enrollment and achievement with stakeholders

• Asked stakeholders for feedback on identified approaches and for other suggested approaches to remedy disparities

• Identified approaches to remedy disparities to include in LCAP
Annual Process Example

» In finalizing part of LCAP, the following activities occurred:

• Presented approach to remedy disparities to Parent Advisory Committee (PAC)
Annual Process Example

» In reflecting on annual process, the following activities occurred:

• Recognized that future process would be improved by explicitly identifying rationale for choosing approach to remedy disparities and sharing rationale with stakeholders and PAC.
Annual Process Phases

» CCEE suggests designers align the four phases with the four seasons
  • Fall: Preparing
  • Winter: Sketching
  • Spring: Finalizing
  • Summer: Reflecting

» Other ways of organizing annual process
Annual Process Phases

- **Summer**
  - Reflecting

- **Fall**
  - Preparing
  - Sketching

- **Spring**
  - Finalizing

- **Winter**

**Consideration:**
The seasons provide a broad frame – don’t get too caught up with exact months of the year.
Annual Process B

- Reflecting
- Preparing
- Sketching
- Finalizing
Annual Process C

- Fall: Reflecting & Preparing
- Winter: Sketching
- Spring: Finalizing
- LCAP
Annual Process: Application

» In your team or on your own, use Handout A to first identify focus for a cycle that may work well in your context

• The focus may be on the LCAP, an LCAP Goal, the SPSA, or a SPSA Goal

» Then use Handout A to list activities for one or more phases

» We will return to this later
Section 3B

LCFF CYCLE - ANNUAL PROCESS TOOLS
Different tools exist to help designers execute each phase of the annual process.

Some tools help accomplish phase.

Some tools help record phase.

Some tools support more than one phase.

All tools require practice to use well.
Annual Process Tools

» LCAP Template sections are tools
» Dashboard also contains tools
» Many other tools are available
  • Some available to all LEAs
  • Others specific to LEA
Tools in the Dashboard

1. State Performance Levels
2. Local Indicator Self-Reflection Tools
3. Narrative Box

*Statements of Model Practices (Model Practices) and Links to External Resources won’t be covered as they are not currently part of Dashboard*
For each state indicator, performance levels are generated for:

- All students
- All 13 student groups
- Caveat: must be valid data available for at least 30 students

Multiple reports available to examine performance levels from different perspectives
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.

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students Performance</th>
<th>Total Student Groups</th>
<th>Student Groups in Red/Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td>🟢</td>
<td>10</td>
<td>4</td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td>🟢</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td>🟢</td>
<td>6</td>
<td>0</td>
</tr>
<tr>
<td>College / Career</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Available Fall 2017. Select for Grade 11 assessment results.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td>🟢</td>
<td>8</td>
<td>2</td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td>🟢</td>
<td>8</td>
<td>2</td>
</tr>
</tbody>
</table>

Local Indicators
- Basics (Teachers, Instructional Materials, Facilities): N/A
- Implementation of Academic Standards: N/A
- Parent Engagement: N/A
- Local Climate Survey: N/A
## Equity Report

<table>
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<tr>
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<td>![ ] 10</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td>![ ] 1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td>![ ] 6</td>
<td>0</td>
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<tr>
<td>Available Fall 2017. Select for Grade 11</td>
<td>N/A</td>
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<td>assessment results.</td>
<td>![ ] 8</td>
<td>2</td>
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</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td>![ ] 8</td>
<td>2</td>
<td></td>
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<td>Mathematics (3-8)</td>
<td>![ ] 8</td>
<td>2</td>
<td></td>
</tr>
</tbody>
</table>

"N/A" means indicator is not applicable or available
### Status and Change Report

Sanger Unified - Fresno County

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td>Medium 4%</td>
<td>Increased</td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td></td>
<td>Medium 71.2%</td>
<td>Maintained</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td></td>
<td>Very High 97.7%</td>
<td>Maintained</td>
</tr>
<tr>
<td>College / Career</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Available Fall 2017. Select for Grade 11 assessment results.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td></td>
<td>Low 21.3 points below level 3</td>
<td>Maintained + 3.5 points</td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td></td>
<td>Low 34.6 points below level 3</td>
<td>Increased + 5.9 points</td>
</tr>
</tbody>
</table>

The status and change report provides the performance level for all students on state indicators. 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.

Description of report
## Status and Change Report

<table>
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<td>Suspension Rate (K-12)</td>
<td>Medium 4%</td>
<td>Increased +0.4%</td>
<td></td>
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</table>

"Status" reflects the most recent data available – both Status level and number are reported.

"Change" reflects change in data – both Change level and number are reported.
Detailed Reports

Overview coming soon!
Detailed Reports

Close-up coming soon!
## Description of report

The Student Group Report for Sanger Unified - Fresno County provides an overview of performance levels for all students and for each student group on the state indicators. The report includes data for various educational outcomes and demographics.

### State Indicators

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Students</th>
<th>English Learners</th>
<th>Foster Youth</th>
<th>Homeless</th>
<th>Socioeconomically Disadvantaged</th>
<th>Students with Disabilities</th>
<th>American Indian</th>
<th>Asian</th>
<th>African American</th>
<th>Filipino</th>
<th>Hispanic</th>
<th>Pacific Islander</th>
<th>Two+/Race</th>
<th>White</th>
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</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
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<td>College / Career Available Fall 2017</td>
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</table>

The report indicates performance levels with various icons, and where data is not available, it is denoted as "N/A."
# Student Group Report

Performance level for all students and each student group.

<table>
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<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>College / Career</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
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<tr>
<td>Available Fall 2017. Select for Grade 11 assessment results.</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
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<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>
# Math Assessment Report

Sanger Unified - Fresno County

<table>
<thead>
<tr>
<th>Enrollment: 9,909</th>
<th>Socioeconomically Disadvantaged: 78%</th>
<th>English Learners: 21%</th>
<th>Foster Youth: N/A</th>
<th>Grade Span: K-Adult</th>
</tr>
</thead>
<tbody>
<tr>
<td>Charter School No.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Reporting Year: Spring 2017

![Math Assessment Report (Single Indicator Report)](image_url)

Not all student groups listed for space reasons.

Description of report:

This report provides the performance levels for a single state indicator, Math Assessment, for all student groups in the relevant grades for the indicator.

<table>
<thead>
<tr>
<th>All Student Performance</th>
<th>Number of Students</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td>4,272</td>
<td>Low</td>
<td>Increased: +5.9 points</td>
</tr>
<tr>
<td>English Learners</td>
<td>1,619</td>
<td>Low</td>
<td>Increased: +7.3 points</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td>3,402</td>
<td>Low</td>
<td>Maintained: +3.6 points</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td>323</td>
<td>Very Low</td>
<td>Maintained: +4.7 points</td>
</tr>
<tr>
<td>African American</td>
<td>69</td>
<td>Low</td>
<td>Declined Significantly: -10.5 points</td>
</tr>
<tr>
<td>American Indian</td>
<td>9</td>
<td>*</td>
<td></td>
</tr>
<tr>
<td>Asian</td>
<td>465</td>
<td>High</td>
<td>Maintained: +0.2 points</td>
</tr>
<tr>
<td>Filipino</td>
<td>16</td>
<td>High</td>
<td>Increased Significantly: +18.8 points</td>
</tr>
<tr>
<td>Hispanic</td>
<td>3,133</td>
<td>Low</td>
<td>Increased: +6.6 points</td>
</tr>
</tbody>
</table>

- **All Students**: 4,272 students with a low performance level, increased by 5.9 points.
- **English Learners**: 1,619 students with a low performance level, increased by 7.3 points.
- **Socioeconomically Disadvantaged**: 3,402 students with a low performance level, maintained at +3.6 points.
- **Students with Disabilities**: 323 students with a very low performance level, maintained at +4.7 points.
- **African American**: 69 students with a low performance level, declined significantly by -10.5 points.
- **Asian**: 465 students with a high performance level, maintained at +0.2 points.
- **Filipino**: 16 students with a high performance level, increased significantly by +18.8 points.
- **Hispanic**: 3,133 students with a low performance level, increased by +6.6 points.
# Math Assessment Report

<table>
<thead>
<tr>
<th>Student Group</th>
<th>All Student Performance</th>
<th>Number of Students</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Students</td>
<td></td>
<td>4,272</td>
<td>Low 34.6 points below level 3</td>
<td>Increased +5.9 points</td>
</tr>
<tr>
<td>English Learners</td>
<td></td>
<td>1,619</td>
<td>Low 54 points below level 3</td>
<td>Increased +7.3 points</td>
</tr>
<tr>
<td>Foster Youth</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Homeless</td>
<td>N/A</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Socioeconomically Disadvantaged</td>
<td></td>
<td>3,402</td>
<td>Low 44 points below level 3</td>
<td>Maintained +3.6 points</td>
</tr>
<tr>
<td>Students with Disabilities</td>
<td></td>
<td>323</td>
<td>Very Low 118.2 points below level 3</td>
<td>Maintained +4.7 points</td>
</tr>
<tr>
<td>African American</td>
<td></td>
<td>69</td>
<td>Low 48 points below level 3</td>
<td>Declined Significantly -10.5 points</td>
</tr>
<tr>
<td>American Indian</td>
<td></td>
<td>9</td>
<td>*</td>
<td>*</td>
</tr>
<tr>
<td>Asian</td>
<td></td>
<td>465</td>
<td>High 0.6 points above level 3</td>
<td>Maintained +0.2 points</td>
</tr>
<tr>
<td>Filipino</td>
<td></td>
<td>16</td>
<td>High 31.1 points above level 3</td>
<td>Increased Significantly +18.8 points</td>
</tr>
</tbody>
</table>

*“*” is when there is data for 1-10 students. No color when there is data for less than 30 students.
### English Learners Report

#### Sanger Unified - Fresno

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Student Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td><img src="image" alt="Medium 2.8%" /></td>
<td>Medium 2.8%</td>
<td>Declined -0.7%</td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td><img src="image" alt="N/A" /></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td><img src="image" alt="Very High 96.9%" /></td>
<td>Very High 96.9%</td>
<td>Increased +3.4%</td>
</tr>
<tr>
<td>College / Career</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts (3-8)</td>
<td><img src="image" alt="Low 41.9 points below level 3" /></td>
<td>Low 41.9 points below level 3</td>
<td>Maintained +6.2 points</td>
</tr>
<tr>
<td>Mathematics (3-8)</td>
<td><img src="image" alt="Low 54 points below level 3" /></td>
<td>Low 54 points below level 3</td>
<td>Increased +7.3 points</td>
</tr>
</tbody>
</table>

This report provides the color coded rating for English Learners for all state indicators.
# English Learner Report

<table>
<thead>
<tr>
<th>State Indicators</th>
<th>All Student Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td>Medium 2.8%</td>
<td>Declined -0.7%</td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td></td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td></td>
<td>Very High 96.9%</td>
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<td>Low 41.9 points below level 3</td>
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<td>Mathematics (3-8)</td>
<td>Low 54 points below level 3</td>
<td>Increased +7.3 points</td>
<td></td>
</tr>
</tbody>
</table>
1. Performance Levels

» Performance Levels can be used as a tool in **Preparing** and **Sketching** phases

- Can help prepare for sketching out LCAP by highlighting areas of strength and weakness
- Can help sketch out LCAP by offering stakeholders basis to ask questions and provide input
2. Self-Reflection Tools

» Self-Reflection Tools were previously explained

» Self-Reflection Tools can be used in **Preparing** and **Sketching** phases
  
  • Same reasoning as with performance levels
    − Areas of strength and weakness
    − Stakeholders asking questions and providing input
3. Narrative Box

» Use is optional

» Purpose is to offer opportunity to explain local context

• Identify any circumstances that may have impacted LEA during the year

Consideration:
Use narrative box to link to additional information on LEA’s website
3. Narrative Box

» Narrative Box can be used as a tool in **Finalizing** phase

- Can help finalize LCAP by offering another opportunity to explain unique local context and how such context impacts Dashboard performance data
Tools in the LCAP

1. Plan Summary Section
2. Annual Update & Analysis Section
3. Stakeholder Engagement Section
4. Goals, Actions & Services Section
5. Demonstration of Increased/Improved Services for Unduplicated Pupils Section
1. Plan Summary

» Plan Summary section was previously explained

» Plan Summary section can be used as a tool in **Finalizing** phase
  • Can help finalize LCAP by summarizing key aspects of document
2. Annual Update

» LCAP Template maintains but reformats Annual Update section from prior Template

» For each goal compare:
  • Expected Annual Measureable Outcomes with Actual Annual Measureable Outcomes
  • Planned Action/Services with Actual Action/Services
  • Budgeted Expenditures with Estimated Actual Expenditures
2. Annual Update

Annual Update also asks LEA to

- Describe implementation of actions/services
- Describe effectiveness of actions/services
- Explain material differences between Budgeted and Estimated Actual Expenditures
- Describe changes to actions/services due to above analysis and Dashboard
2. Annual Update

» Annual Update section can be used as a tool in **Preparing** and **Sketching** phases
  
  • Can help prepare to sketch out LCAP by showing impact of actions/services on goals and annual measurable outcomes
  
  • Can help sketch out LCAP by sharing with stakeholders impact of actions/services on goals and annual measurable outcomes
3. Stakeholder Engagement

» LCAP Template maintains basic structure of Stakeholder Engagement section from prior Template

» Must consult with pupils, parents and families, teachers, principals, administrators, other school personnel, and unions (if applicable)
3. Stakeholder Engagement

» Stakeholder Engagement section can be used as a tool in **Preparing** and **Reflecting** phases

• Can help prepare to sketch out LCAP by identifying stakeholders to engage

• Can help reflect on annual process by providing overview and impact of engagement effort
4. Goals, Actions & Services

» Goals must address
  • COEs: All 10 state priorities and any local priorities
  • Districts: All 8 state priorities and any local priorities
  • Charter: Each applicable state priority and each local priority (if any)

Consideration:
For each goal, create a single page community-friendly summary of the associated actions and services
4. Goals, Actions & Services

» Expected Annual Measurable Objectives (AMOs)
  • Locally determined
  • Set target for progress

Consideration: For LCAP metrics that are also state indicators, the associated Expected AMOs should be driven both by state performance levels and by local needs
4. Goals, Actions & Services

» Actions/Services:

• Indicate whether each action/service meets increase/improve requirement

• Districts/COEs: All 3 years

• Charters: Same number of years in budget submitted to authorizer
4. Goals, Actions & Services

» Goals, Actions & Services section can be used as a tool in **Sketching** and **Finalizing** phases

- Can help sketch out LCAP by identifying proposed goals, associated expected AMOs, and actions/services to help achieve them
- Can help finalize LCAP by identifying final goals, associated expected annual measurable outcomes, and actions/services to help achieve them
5. Increase/Improve Services

» Demonstrate how LEA expects to meet increase/improve requirement

• What makes sense in one LEA may not in another

• Not everyone in community must agree

Consideration:
Offer explanation for how each LEA-wide or School-wide action/service meets the increase and improvement requirement (see Handout B)
5. Increase/Improve Services

» Demonstration of Increased/Improved Services for Unduplicated Pupils section can be used as tool in **Sketching** and **Finalizing** phases

• Can help sketch out LCAP by explaining to stakeholders how LEA proposes to meet increase/improve requirement
5. Increase/Improve Services

- Demonstration of Increased/Improved Services for Unduplicated Pupils section can be used as tool in *Sketching* and *Finalizing* phases
  - Can help finalize LCAP by documenting how LEA intends to meet increase/improve requirement
Other Potential Tools

1. Parent Advisory Committee (PAC) and English Learner PAC
2. January State Budget
3. Single Plan for Student Achievement

**Consideration:**
This is not an exhaustive list of other tools
1. Parent Advisory Committees

» PAC is a required committee

» English Learner PAC is required if LEA’s EL population is 15% or more

» Draft LCAP must be presented to PAC and English Learner PAC

» PAC and English Learner PAC may submit questions on LCAP and superintendent must respond in writing (not required for charters)
1. Parent Advisory Committees

» PAC and English Learner PAC can be used as a tool in **Sketching**, **Finalizing**, and **Reflecting** phases

- Can help sketching out LCAP by providing early input in LCAP development
- Can help finalize LCAP by reviewing draft of LCAP
- Can help reflect on annual process by providing input on next year’s process
2. January State Budget

» Use January State Budget to determine

• whether LEA should maintain its current level of services, activities, and programs
• whether LEA should invest in new services, activities, and programs
• whether LEA should reduce its services, activities, and programs
2. January State Budget

January State Budget can be used as a tool in **Sketching** phase

- Can help sketch out LCAP by determining whether to increase, maintain, or reduce the number and/or size of actions/services in LCAP
3. SPSA

> SPSA similar to LCAP in some key ways

- Coordinates educational services at school site
- Describes how school will identify and implement research-based instructional strategies to raise student achievement
- Incorporates student data
- Delineates how certain funds are used to improve academic performance of all students
3. SPSA

» SPSA can be used as a tool in Sketching and Finalizing phases
  • Can help sketch out LCAP by informing LEA of school site issues and focus areas
  • Can help finalize LCAP by aligning SPSAs to LCAP
Seasons, Phases, and Tools

» Handout C shows the seasons, phases, and tools for the model shared today—all on a single page

• It is one way to design an annual process

• It is not the way to design an annual process
Customize Cycle

» In your team or on your own, use Handout A to add or move tools to different phases
  • Refer to Handout C as needed

Consideration:
When returning to your LEA, collaborate with colleagues/stakeholders on improving your annual process
Questions

» Refer to Questions form

» Submit unanswered questions using Social Q&A or question cards
  • Top questions from all Spring workshops will be included in new FAQ
  • Local county office of education, statewide associations are also available to respond to questions
Open a web browser, go to www.joinqa.com
Enter access code **29292**

Join a Q&A Session

29292

Join Q&A Session Now
Option 1: *Like a Question*  
Option 2: *Ask a Question*
To Ask a Question…

What's Your Question?

Ask Question

Go Back
Concluding Thoughts

» Key Takeaways

• **Considerations** are not requirements
• Multiple stakeholders play a **designer** role
• **Annual process** should be customized
• Continue to develop **knowledge and skill**

» Next Steps

• Breakout sessions begin immediately after lunch
• Please complete the survey!
Your Voice Matters!

https://www.surveymonkey.com/r/HWXDHLT

OR

Fill out hard copy survey at table
Thank you