Accountability Update	Cindy Kazanis, Division Director
	Analysis, Measurement & Accountability Reporting Division
	916-323-5007
	CKazanis@cde.ca.gov

Data Dashboard Update (formerly known as LCFF Evaluation Rubrics)

- At the January 11, 2017, the SBE finalized the details for the initial phase of the accountability tool that will be used during the current year before the new accountability system is fully operational in 2017-18. This is a pilot year as the state works out the bugs based on feedback from the field, CDE and the SBE.
- This is a groundbreaking accountability and continuous improvement system for educators, parents and stakeholders to be able to track school and district progress. The LCFF Evaluation Rubrics are a part of this system and have been renamed California School Dashboard. A letter was sent to Superintendents and Charter School Directors from SSPI Tom Torlakson and SBE President Michael Kirst on January 19, 2017 explaining the new system.
- This system is based on multiple measures of student success. Equity is at the heart of the new accountability system, with an increased focus on addressing disparities among student groups.
- The Data Dashboard is a web-based program and will include a set of easy-to read reports to help parents, educators and the public evaluate schools and districts, identify strengths and weaknesses, and allow for targeted assistance for districts and schools needing extra support.
- **Key Dates for Data Dashboard**
    1. **January 23, 2017:** Enrollment of district staff coordinators begin
    2. **February 2017**- Superintendent/Charter School Administrators or designees will be able to access the Dashboard (using their username and password) Coordinators and designees will have the ability to update content for local indicators, review data, download reports, and extract data files.
    3. **March 2017**-Public release of Dashboard
- Additional data will be included as the system morphs
- California is committed to creating a single system for state and federal accountability purposes that is based on the LCFF. It is important to note that the state measures included in the new accountability tool will be used to meet the school-level accountability requirements under the Federal Every Student Succeeds Act.
- COE Dashboard Coordinators and Superintendent/designees will receive their user credentials next week. The COE Coordinator list will be updated regularly and posted on the forthcoming Dashboard Coordinator Web page as a reference for district and charter school coordinators.
- Communication to LEAs will include a link to a Coordinator Application Form. District superintendents and charter school administrators will be directed to forward the link to **one** designated Dashboard Coordinator to complete the form. The Dashboard Coordinator will be authorized to identify an alternate Dashboard Coordinator as part of the application process. Following the completion of the form, district superintendents and charter school administrators will approve the application and all authorized users will receive a username and password to access the Dashboard.

Communication Toolkit and Webinars

- CDE is in the process of updating the website for accountability. A communications toolkit is currently being developed. A letter will be sent from CDE explaining how to access the new system. There will be auto-calls and auto-emails to sign up for the Data Dashboard. LEAs must designate a person that will have access to this system.

- The Dashboard interface has evolved and will look different from what had been distributed earlier.
- This will be a transition year for the accountability plan. The pilot year will allow LEAs to get used to the system and provide feedback to CDE to improve the system.
- In the coming weeks, LEAs and COEs will receive additional information about the Dashboard including how your staff can obtain user credentials to access the Dashboard.
- Resources are being developed to assist LEAs with understand key aspects of the Dashboard design; features that will be available during the transition year; technical details about the local and state indicators and how performance is calculated; and information about trainings and webinars that CDE and other statewide partners will provide.
- A series of webinars will begin in February (possibly every Wednesday in February) that help explain the new system.
- The initial release of the Academic Indicator will include students taking the SBAC in grades 3-8th grade. Grade 11 will not be included in the academic indicator but will be included in the College and Career Indicator. CAA will not be included in the scores this spring. CAA will be included in 2017-18.
- For LEAs that have 30 students at a school site, the school will get a report on the performance level. For districts that assess at least 11 students, they will receive status and change results. LEAs that assess less than 11 students will not receive reports due to privacy concerns.

Local and State Indicators Update
At the January SBE meeting, the SBE approved the following indicators:
- A methodology for the Academic Indicator (3rd -8th grade)
- The definition of the English Learner (EL) student group for the Academic Indicator
- The reflection tools for the remaining two local indicators
  - Priority 2-Implementation of State Standards
  - Priority 3-Parent Engagement

Local Indicators
LEAS will go into the system and populate the local indicators. The local indicators must be approved at a regularly scheduled board meeting.

For the Implementation of State Academic Standards - (Priority 2), the SBE adopted two options for LEAs:
1. Provide a narrative summary of progress based on locally selected measures or tools.
2. Complete the *optional* reflection tool adopted by the SBE

For Parent Engagement (Priority 3), LEAs must provide a narrative summary of their progress toward
1. seeking input from parents/guardians in school and district decision making; and
2. promoting parental participation in programs.
   The SBE approved two options:
   1) Provide the summary based on information collected through surveys of parents/guardians, **or**
   2)   Provide the summary based on other local measures.
   NOTE: Under either option, the LEA must briefly describes why it chose the selected measures.

Methodology for Determining Academic Indicator

The methodology is as follows:

- Distance from Level 3 (i.e., Distance from "standard met")
- The results of Distance from Level 3 show, on average, the needed improvement to bring the average student to Level 3 or the extent to which the average student exceeds Level 3.
- Each student's assessment score is compared to the lowest possible scale score to achieve Level 3 or standard met.
- In this methodology, each student's assessment score is compared to the lowest possible scale score to achieve Level 3 (standard met).
- Status and Change will be based on 2015-16 and 2016-17 results. When the system goes into effect in 2017-18 the 2016-17 and 2017-18 scores will be used for status and change.
  - **Status**
    - The 2016 Distance from Level 3 average will be used for Status in the initial release of the Dashboards (formerly known as the Evaluation Rubrics).
  - **Change:**
    - Change uses current and prior year Distance from Level 3.
  - **Change Formula:**
    - 2016 DF3 average *minus* 2015 Distance from Level 3 average.
- In addition to using Level 3 as a fixed point for comparing scale scores, three additional options for comparing fixed points on the vertical scale were explored:
  - Distance for the statewide average (by grade)
  - Distance from Level 2 (DF2)
  - Distance to the lowest possible scale score (LOSS).
- LEAs will take individual student's assessment scores, add them all up and divide by the amount of student taking the assessment. Students must be continuously enrolled to be counted in the calculations. (Continuous enrollment is defined as enrollment from Fall Census Day to testing without a gap in enrollment of more than 30 consecutive calendar days.)
- The results of Distance from Level 3 show, on average, the needed improvement to bring the average student to Level 3 or the extent to which the average student exceeds Level 3.
- Once all students' scale scores are compared to Level 3, the distance results are averaged to produce a
  - school-level,
  - LEA-level, or
  - student group average score.
  - *NOTE: Grade level results are not being calculated for accountability purposes.

Definition of the English Learner Student Group

At the January 2017 SBE meeting, the SBE considered three definitions for the EL student group for the Academic Indicator:

- ELs Only
- Students currently identified as EL plus students who have been reclassified fluent English proficient (RFEP) for two years or less
- Students currently identified as EL plus students who have been RFEP for four years or less.

The indicator was renamed from English Learner Indicator to English Learner Progress Indicator.

The SBE adopted the definition of ELs plus four-years of RFEP. The CDE provided the following rationale for including four-year RFEPs:

- Excluding RFEPs may result in an inability for schools to achieve the Green and Blue performance levels if they reclassify their students.
- Many schools would be identified as needing to improve EL programs when their schools are successfully helping EL student gain language proficiency.
- Identifying a large number of EL student groups in the Red and Orange performance levels may not help districts distinguish strengths and weakness.

Data Quest now includes long term EL student data.

CDE will be exploring with work groups how to improve instruction for English Learners.

State Indicator	EL Inclusion Criteria
English Learner	Current EL annual CELDT* test takers (grades 1–12) plus students reclassified in the prior year
Academic	ELs (grades 3–8) plus students who have been Reclassified fluent English proficient (RFEP) for four years or less** (Note: this is similar to the criteria used in the prior state and federal accountability systems)
Graduation	Students with an EL status at any time in grades 9–12 (Same criteria since the initial release of the cohort graduation rate)
College/Career	Students with an EL status at any time in grades 9–12
Suspension (Note: Chronic Absenteeism will be added when data is available)	Current EL students (grades K–12)

Alternative Schools Accountability System
The Alternative School Accountability System is under development.

College and Career Indicator (CCI)
To learn more about the CCI go the SBE website and look for the August and September Memorandum. CCI will be a local indicator first and will shift to a state indicator for 2017-18. CDE indicated that there would not be "a well prepared" category for the career category yet as it is still being defined. CCI will have "status" only. There will not be a performance category (or color) for CCI this year on next year, as there will not be two years of data needed to calculate status and change.

In the fall, the CCI will be released as a state indicator.
    Fall 2017-only "status"
    Fall 2018- Release status and change

Definitions of CCI are included in CALPADS.

CALPADS
CDE stressed the importance of knowing who is inputting your LEAs CALPADs data. Ensure the date is being inputted correctly.
NOTE: After the accountability reports are released, LEAS will have NO opportunity to make corrections in their data. This is different from what districts are currently used to. Therefore, it is critical to ensure data is up-to-date.

Cindy Kazanis will return next month to report on the new Data Dashboard.

Local Control Funding Formula and Local Control Accountability Plan	Jeff Breshears, Administrator Local Agency Systems Support Division 916-319-0303 JBreshears@cde.ca.gov

eTemplate
- Will not be ready by February 1st
- San Joaquin COE has the contract for the eTemplate and the new California Data Dashboard
- The eTemplate will be phased-in gradually
- CDE must first "denormalize" the data from the eTemplate so that San Joaquin COE to "normalize" the data in the new system
- CDE will be closing the eTemplate system as they transition the data into the new accountability system and new eTemplate. A letter will be sent to LEAs notifying them of this change.
- LEAs will need to use the Word Document at this time to complete their LCAP.

Basic Aid Districts
- What do Basic Aid District do for the summary?
    1. Use the LCFF calculator to identify the funds for the budget summary
    2. Be responsive and transparent to your community using a brief description. Should include dollar amounts.

Supplemental and Concentrations Funds

- New template is more closely aligned to the spending regulations. There is not an additional pot of money for supplement and concentration funds. Funds are generated by the amount of unduplicated pupils and are included in the LCFF funds. It's all one pot of money.
- LEAs can simply state LCFF funds for the resource. LEAs do not need to state, "base, supplemental and concentration."
- These are not spending requirements.
- Action and services are either meeting the needs of the unduplicated pupils or serving "all" students.
- LEAs can demonstrate how they are serving the unduplicated pupils by checking the boxes in the actions/services section and that these services are being used LEA or schoolwide, which may also benefit all students.

Plan Alignment

- CDE continues to work on plan alignment. CDE will submit the ESSA State Plan in September and will know more about alignment once this has been approved. It is a possibility that there will be an addendum for Title funds to the LCAP. Policy needs to be drafted for these changes to occur.
- Title III will be piloting an addendum but it is currently in a draft format.

Consolidated Application Reporting System Update	**Joy Paull, Research Program Specialist** Education Data Office **(CARS)** 916-319-0629 JPaull@cde.ca.gov

- LEAs should not wait in completing the Consolidated Applications. The system will be slow closer to the deadline date. CDE is requesting that LEAs submit the Consolidated Application early.
- Not a lot of changes in the Con-App this collection period
    1. New Title I, D expenditure report
    2. Removal of SES and PI data collections
- CDE recorded a webinar for assisting LEAs with the completion of the current Consolidated Application and is hoping to have this published by the end of next week
- Working with program staff to update changes for the Spring and Winter Collection. There will be lots of changes for the Winter Collection.

Equitable Services Ombudsman Update	**Sylvia Hanna, Education Programs Consultant** Title I Policy and Programs Guidance Office 916-319-0948 SHanna@cde.ca.gov

The state must designate an Ombudsman to monitor and enforce equitable services for private school students.

- LEAs must ensure timely and meaningful consultation, a LEA shall consult with appropriate private school officials during the design and development. This section applies to programs under
    - Part C of Title I
    - Part A of Title II
    - Part A of Title III
    - Part A of Title IV; and
    - Part B of Title IV.
- CDE sought feedback from the SFP Directors to define the role of the ombudsman and how the ombudsman should enforce Equitable Services to eligible children attending private schools.

Title IV, Part A	Tom Herman, Education Administrator
Student Support and	Coordinated School Health & Safety Office
Academic Enrichment Update	916-319-0725
	THerman@cde.ca.govSHanna@cde.ca.gov

- Title IV, Part A Grant is coming back and is different from what it used to be. The Ed Department is unsure of the funding at this time but it will be forthcoming. This is part of ESEA and is called the Student Support and Academic Enrichment Update. (See Handout)

     Grants are intended to assist schools under three major categories:

     1. Provide all students with access to a well-rounded education-This is a very flexible category. More information is in the 30-page non-regulatory guidance. May include programs like STEM, music, art, foreign language, tobacco and drug prevention, high school redesign with dual or concurrent enrollment, and early college high schools, etc.
     2. Improve school conditions for student learning- To encourage safe and healthy schools or school climate. This is a flexible category. May include bully prevention, relationship building, school dropout prevention, etc.
     3. Improve the use of technology to improve academic achievement and digital literacy- a special rule will include 15% cap on software and hardware (material objects)

Allocation

Funds should be used only to supplement, not supplant, non- federal funds that would otherwise be available for activities authorized under the SSAE Program

- States must:
  - Reserve 95% of the funds for subgrants to LEAs.
  - Not more than 1% for State administration.
  - 4% will be designated for state activity. More information will follow for an explanation of what the 4% will include. Could include technical assistance but are waiting for more guidance on this piece.
  - Non-competitive and formula based (same as Title I, A)
  - LEA may choose to apply for funds in consortiums. LEAs can join together to apply for these funds to leverage their funds.
  - LEAs must consult with stakeholders on how funds will be spent
  - For LEAs receiving at least $30,000, they must have a comprehensive needs assessment like California Healthy Kids Survey, etc. The comprehensive needs assessment must occur once every three years.
  - Based on the results from the comprehensive needs assessment, the LEA or a consortium of LEAs must use:
    - At least 20% must be allocated for activities to support well-rounded educational opportunities
    - At least 20% of funds for activities support safe and healthy students; and
    - A portion of funds for activities to support of effective use of technology
    - LEAs decision on how to structure it.

$1.65 billion is authorized for this program; with California receiving $58 million in Title IV, Part A based on President Obama's proposed budget. ED does not have a final appropriation for Fiscal year 2017-18 so it is uncertain what level of funding may be available.

Every Student **Succeeds Act Update**	**Barbara Murchison, ESSA State Lead** ESSA State Plan Office 916-319-0471 BMurchison@cde.ca.gov

- The U.S. Department of Education has issued more than a dozen guidance documents for ESSA.
- New final regulations were released November 28th and December 7th.
- The supplement and supplant regulations were taken rescinded this week.
- There are a lot of unknowns with the transition of power in Washington DC. CDE believes that regardless of what happens back East, they do not want to replicate the mistakes that were made under NCLB.
  - We have about $80 billion of state funds for education and receive $2.5 billion of federal funding.
  - We will continue the "California Way" and We do our best to meet the federal requirements by supplementing what we are doing in California. We have aligned our state work with the federal requirements. California is aiming for one system:
    1. Local Control Accountability Plan
    2. Accountability System
    3. Assistance/Support

The SBE has worked extremely hard to design an accountability system to support California students to ensure we are making continuous improvement. The SBE is aiming for a cohesive system of support for LEAs.

The State Plan will describe how California will use, manage and monitor federal funds to support implementation of rigorous state academic standards.
   Four Steps for Plan Completion:
1. Write the plan to address ESSA statutory requirements, based upon our foundation of LCFF and other elements of the California Way.
2. Cross-check this plan with ED requirements
3. Make revisions where elements are missing, but do not interfere with California's focus
4. Seek waivers when requirements are inconsistent with California's needs and priorities

ESSA Stakeholder Feedback
The California Department of Education (CDE), in partnership with select county offices of education, is convening stakeholder meetings to inform the development of California's Every Student Succeeds Act (ESSA) State Plan.

The purpose of these meetings is to present the policy decisions California needs to make in order to develop its ESSA State Plan, and gather feedback from a wide variety of stakeholders on the options the State could pursue in order to address those policy decisions.

Any interested member of the public is welcome to attend, but we are particularly interested in hearing from educators at all levels and capacities, parents and families, community-based and civil rights organizations, and employers. Additional information is available at the registration links below. Reasonable accommodations and interpreter services will be available upon request.

Date/Time	Location	Registration Information
February 6 1–4 p.m.	Orange County Department of Education 200 Kalmus Drive Costa Mesa, CA 92626	https://essa-stakeholder-meeting-oc.eventbrite.com
February 7 1–4 p.m.	Moreno Valley Conference Center 14075 Frederick Street Moreno Valley, CA 92553	https://essa-stakeholder-meeting-rc.eventbrite.com
February 8 2–4 p.m.	Webinar	http://bit.ly/2j9qle5
February 9 9 a.m.– 12 p.m.	Sacramento County Office of Education Conference Center 3661 Whitehead Street Rancho Cordova, CA 95655	https://essa-stakeholder-meeting-sc.eventbrite.com
February 10 1–4 p.m.	Fresno County Office of Education 1111 Van Ness Avenue Fresno, CA 93721	https://essa-stakeholder-meeting-fc.eventbrite.com
February 11 10 a.m.– 12 p.m.	Webinar	http://bit.ly/2jt57rv

LEA Plan
CDE is currently receiving feedback from the field regarding the plans. Proto-types are being developed for Title III addendum. CDE has asked that specific LEAs pilot this plan. The Education Department offered guidance on LEA Plans. The Education Department sent a letter to CDE indicating that states will not be required to complete the LEA Plan next year. CDE will officially notify LEAs of the change. Some type of addendum will be added to the LCAP for Federal Funds.

SPSA Plan
There is no answer on Single Plans. CDE is trying to align it with LCAP.

Visit the ESSA Web page at http://www.cde.ca.gov/essa
Send questions and comments to ESSA@cde.ca.gov
Receive updates by joining the ESSA listserv. To subscribe, send a blank message to join-essa@mlist.cde.ca.gov.

Evidenced-Based Measures	**Allison Hewitt, Public Policy Fellow** Office of the Chief Deputy Superintendent 916-319-0380 AHewitt@cde.ca.gov

- CDE created a website called [Evidence Based Measures Under the ESSA](). This website provides guidance and definitions. Videos and resources and tools are also posted on this website.
- Evidence-based interventions are practices or programs that have evidence to show that they are effective at producing results and improving outcomes when implemented. The kind of evidence described in ESSA has generally been produced through formal studies and research. Under ESSA, there are four tiers, or levels, of evidence:

    o Tier 1 – Strong Evidence: supported by one or more well-designed and well-implemented randomized control experimental studies.

    o Tier 2 – Moderate Evidence: supported by one or more well-designed and well-implemented quasi-experimental studies.

    o Tier 3 – Promising Evidence: supported by one or more well-designed and well-implemented correlational studies.

    o Tier 4 – Demonstrates a Rationale**:** practices that have a well-defined logic model or theory of action, are supported by research, and have some effort underway by an SEA, LEA, or outside research organization to determine their effectiveness.

- A 12-minute video is posted on the Evidence Based Measure website that explains each of these tiers.
- We are required to have evidence based measures when developing plans.
- The Quality Schooling Framework has vetted evidence-based resources.

Title II Professional Development Update	**Aileen Allison-Zarea, Education Administor** Literacy, History & Arts Leadership Office 916-319-0587 AAllisonzarea@cde.ca.gov

- Title II Private School Requirements
    1. Consultation Process occur in the spring
        - CDE provides state level professional development for private schools
    2. Currently, contract with Sacramento COE to provide professional development for teachers and administrators of Private Schools (See flyer). Aligned with new state standards and current practices.

Note: The next State and Federal Programs Directors' Meeting will be **Friday, February 17, 2017**, from 9 a.m. until 12:00 p.m. at the CDE, 1430 N Street, Room 1101

Future Meeting Topics	**Mary Stires, Director I, School Support**
	Stanislaus County Office of Education
	209-238-1313
	mstires@stancoe.org

- Cindy Kazanis-Data Dashboard Update
- Federal Program Monitoring Office
- Title III
- SPSA
- Governor's Budget
- Legislative Update-Clean-up for Williams
- Invite Jeff Breshears
- Plan alignment