Background

- California is a Local Control State
  - Local Control Funding Formula (LCFF)
    - A hallmark legislation that fundamentally changed how all local educational agencies in the state are funded, how they are measured for results, and the services and supports they receive to allow all students to succeed to their greatest potential.
  - Local Control Accountability Plan (LCAP)
    - A tool for local educational agencies to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.
California’s new accountability and continuous improvement system is based on a three-tiered framework:

- The first tier, general assistance, made up of resources and assistance that is made available to all local educational agencies.
- Differentiated assistance is the second tier of assistance that one or more agency is required by statute to provide to local educational agencies that meet certain eligibility criteria.
- The third tier is intensive intervention, which is generally required based on persistent performance issues over a specified period of time.
Statewide System of Support

LEVEL 3
Intensive Support

LEVEL 2
Differentiated Assistance

LEVEL 1
Support for All LEAs and Schools

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.

County superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance, to address identified performance issues, including significant disparities in performance among student groups.

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 disparities among student groups across the LEOT priorities, including recognition for success and the ability to share promising practices.
CA School Dashboard

California has a new accountability system that is based on multiple measures. These measures are used to determine local educational agency (LEA) and school progress toward meeting the needs of their students. The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement.

https://www.caschooldashboard.org/#/Home
State Indicators

- Academic Indicator
- Chronic Absenteeism
- College/Career Indicator
- English Learner Progress Indicator
- Graduation Rate Indicator
- Suspension Rate Indicator

<table>
<thead>
<tr>
<th>Level</th>
<th>Declined Significantly (Change)</th>
<th>Declined (Change)</th>
<th>Maintained (Change)</th>
<th>Increased (Change)</th>
<th>Increased Significantly (Change)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very High (Status)</td>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
</tr>
<tr>
<td>High (Status)</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
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<tr>
<td>Medium (Status)</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
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<tr>
<td>Low (Status)</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
</tr>
<tr>
<td>Very Low (Status)</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
</tbody>
</table>
College/Career Indicator

• Still being discussed/rolled out with the CDE and the State Board of Education

• September 2017 The board approved a three-year implementation plan which includes industry certifications.
The College/Career Indicator measures how well local educational agencies (LEAs) and schools are preparing students for likely success after graduation. Only graduates can be classified as Prepared or Approaching Prepared. For schools and LEAs to demonstrate success on this state indicator, high school graduates must meet at least one of the measures in the prepared level.

**PREPARED**

- Smarter Balanced Summative Assessments: Score of Level 3 “Standard Met” or higher on both English language arts/literacy (ELA) and mathematics
- Advanced Placement (AP) Exams: Score of 3 or higher on two AP exams
- International Baccalaureate (IB) Exams: Score of 4 or higher on two IB exams
- Completion of Dual Enrollment: Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- University of California (UC) and California State University (CSU) a-g requirements: Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- Career Technical Education (CTE) Pathway: Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

**APPROACHING PREPARED**

- Smarter Balanced Summative Assessments: Score of Level 2 “Standard Nearly Met” on both ELA and mathematics
- Completion of Dual Enrollment: One semester or two quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- UC and CSU a-g requirements: Complete a-g course requirements with a grade of C- or better
- CTE Pathway: Pathway completion with a grade of C- or better in the capstone course

**NOT PREPARED**

Did not meet any of the measures or did not graduate.

**Criteria Key**
- Assessment
- Coursework

For more information, please visit the California Accountability Model & School Dashboard Web page at [http://www.cde.ca.gov/ta/ac/cm/index.asp](http://www.cde.ca.gov/ta/ac/cm/index.asp)
## Proposed Timeline for Inclusion of Proposed Career Measures in the College/Career Indicator

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Year of CALPADS Collection</th>
<th>Possible Inclusion in the Dashboard</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>State Seal of Biliteracy</td>
<td>Summer of 2017</td>
<td>Fall 2018</td>
<td>The data collected in the summer of 2017 are for the 2017 graduating class.</td>
</tr>
<tr>
<td>Articulated CTE Courses</td>
<td>Summer of 2017</td>
<td>Fall 2018</td>
<td>The data collected in the summer of 2017 are for the 2017 graduating class.</td>
</tr>
<tr>
<td>Stand Alone Courses (Emergency Medical Technician, Certified Nursing Assistant)</td>
<td>Summer of 2015</td>
<td>Fall 2018</td>
<td>The CCI Work Group has requested CDE staff further explore this measure.</td>
</tr>
<tr>
<td>Military Programs</td>
<td>Summer of 2015</td>
<td>Fall 2018</td>
<td>Through the course enrollment and completion data set, CALPADS currently collects only one relevant course: Leadership/Military Science.</td>
</tr>
<tr>
<td>Work-based Learning and Internships</td>
<td>Summer of 2019</td>
<td>Fall 2019</td>
<td>Twelve months lead time is required to collect new course data in CALPADS. Need to determine whether to include in the CCI or only display results in the Detail Report for the 2019 release.</td>
</tr>
<tr>
<td>Industry Certification</td>
<td>Summer of 2020</td>
<td>Fall 2020</td>
<td>This will be the most challenging data to collect. The community colleges have been working on vetting and obtaining industry certification data for several years with limited progress. Need to determine whether to include in the CCI or only display results in the Detail Report for the 2020 release.</td>
</tr>
</tbody>
</table>
Plan of Action

• Looked at what other states were doing and collected examples
  • Florida Career and Professional Education Act (CAPE)
• Created an application/vetting process
• Work with the California Workforce Investment Board and the California Workforce Association
• Work with other CDE offices
  • Assessments
  • Accountability
Application Process

• Pre-populating a list
• Still in development
• Submitted by districts
• Initial Screening of basic information (page 2)
• Detailed Screening by Workforce advisories, with Department support
Questions