



WELCOME

This interactive webinar is being co-hosted by our organizations to solicit feedback from the education community regarding the LCFF evaluation rubrics and standards for local performance indicators.

During the webinar presentation there will be **polls** conducted to collect your feedback, as well as a **chat box** to facilitate questions to the presenters.

Your time and expertise are appreciated.

The webinar will begin shortly.

Thank you for your patience.





LCFF Evaluation Rubrics: Proposed Standards for the Local Performance Indicators

September 27, 2016

Co-hosted by...



Your Presenters:

- **Martha Alvarez**
Legislative Advocate
Association of CA School
Administrators (ACSA)



- **Sara Bachez**
Assistant Executive Director
CA Association of School
Business Officials
(CASBO)



- **Efrain Mercado**
Policy Director
CA County Superintendents
Educational Services Association
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- **Teri Burns**
Legislative Advocate
CA School Boards
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Please let us know about yourself!

Please answer the polling questions in the space provided.

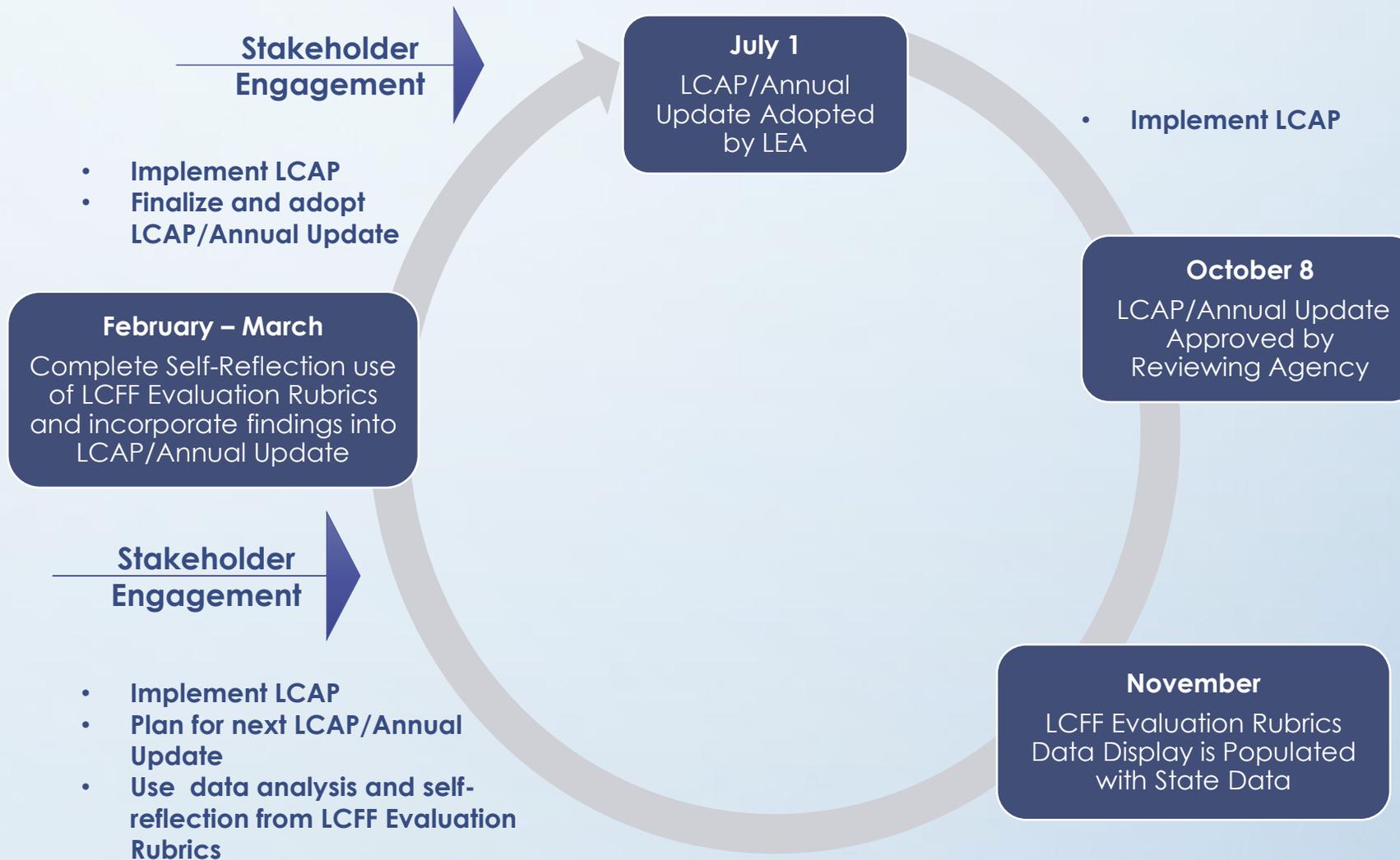


You have 1 minute

What we will cover today...

1. The difference between ***State Indicators*** and ***Local Performance Indicators***.
2. Review the purpose of the local performance indicators.
3. Solicit ***input*** on collecting evidence and data of the local performance indicators.

Interaction Among LCAP, LCFF Evaluation Rubrics & Assistance and Support Process



Purpose of LCFF Evaluation Rubrics

- 1. Measure LCFF State Priorities.** The evaluation rubrics is the state's new accountability tool that includes state and local performance standards for all LCFF priorities.
- 2. Multi-dimensional Picture.** The new accountability system will provide a more complete picture of what contributes to a positive educational experience for students and promotes equity by clearly identifying where there are disparities among student groups.
- 3. Identify Need for Technical Assistance & Intervention.** The evaluation rubrics will assist LEAs in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.

What is a State Indicator?

- The state indicators will be used to **analyze** performance of LEAs and schools relative to the statewide performance distribution.
- The state methodology establishes performance standards for all LCFF priorities for informing LEA's and schools of their eligibility for **support, differentiated assistance or intensive state-directed intervention** to align with LCFF and federal ESSA accountability requirements.

State Indicators

- Student test scores on ELA and mathematics in grades 3-8 (Priority 4)
- Progress of English learners towards English language proficiency (Priority 4)
- High school graduation rate (Priority 5)
- Suspension rates by LEA type and by school type (Priority 6)
- College and career readiness (Priorities 4, 7, and 8)

Remaining LCFF Priorities

- **Priority 1** (Basics - Williams Act)
- **Priority 2** (Implementation of State Academic Standards)
- **Priority 3** (Parent Engagement)
- **Priority 6** (School Climate - local climate surveys)
- **Priority 9** (COE only - Coordination of Services for Expelled Students)
- **Priority 10** (COE only - Coordination of Services for Foster Youth)

Methodology for Remaining LCFF Priorities

- **Measured** using a variety of methods:
 - Surveys
 - Self-assessment narratives
 - Polling questions
- **Self-reported** in the evaluation rubrics:
 - Met
 - Did not meet for 1 year
 - Did not meet for 2+ years
- Local indicators data **available by 2019-20**

Methodology for Remaining LCFF Priorities

- **Standard** for each local performance indicator:
 - LEA annually measures its progress in meeting the local performance indicator and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.
- **Evidence** that will be used to demonstrate progress in meeting the standard:
 - LEA would use locally available data to determine whether it reported the results to its locally governing board and through the local data selection option.
- The **Criteria** for assessing progress based on that evidence.
 - Met
 - Did not meet for 1 year
 - Did not meet for 2+ years

Questions



- Please answer our polling questions in the space provided.



You have 2 minutes

Joining us now is co-host,



Efrain Mercado
Policy Director

CA County Superintendents
Education Services Association



Priority 1:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities



Priority 1- Basic Services: Standard

1. The LEA will measure the progress of meeting the Williams settlement requirements at 100% at all of its school sites, as applicable.
2. The LEA promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable.

Evidence:

- Use data currently reported through the School Accountability Report Card (SARC), as well as additional local data selection.

Priority 1- Basic Services: Examples

- Number/percentage of misassignments of teachers of English learners, total teacher misassignments, and vacant teacher positions.
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home.
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies).

Questions



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Martha Alvarez
Legislative Advocate

Association of California
School Administrators



Priority 2:

Implementation of State Academic Standards



Priority 2 – State Academic Standards: Standard

1. The LEA will measure the progress of implementing state academic standards.

Evidence:

- The LEA shall annually measure its progress, which may include use of a self-assessment tool or selection from a menu of local measures.

Priority 2 – State Academic Standards: Examples

- How would you rate the strength of your district's progress in implementing California's new standards in the following areas?
- How would you rate the preparedness of the following district and school staff to implement California's English Language Arts, English language development, mathematics, and science standards?

Questions



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You have 2 minutes

Joining us now is co-host,



Sara Bachez

Assistant Executive Director

CA Association of School
Business Officials



Priority 3:

Parent Engagement



Priority 3 – Parent Engagement: Standard

1. The LEA will measure its progress in seeking input from parents in decision making, and
2. The LEA will measure its progress in promoting parental participation in programs.

Evidence:

- The LEA shall annually measure its progress, which may include use of a self-assessment tool or selection from a menu of local measures.

Priority 3 – Parent Engagement: Examples

- Schools and districts have systems and structures in place to provide parents/caregivers with the interpretation and translation services they need to be full partners and participants.
- Percent of teachers and administrators who have participated in one or more professional development opportunities related to engaging parents/caregivers in decision making.
- Percent of parents/caregivers serving on school/district committees who report feeling that their input is respected and valued and reflected in school/district.

Questions



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Joining us now is co-host,



Teri Burns

Legislative Advocate

CA School Boards Association



Priority 6:

School Climate – Local Climate Surveys



Priority 6 – School Climate: Standard

1. The LEA administers a local climate survey that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, and reports the results to its local governing board and to stakeholders and the public through the evaluation rubrics.

Evidence:

- The LEA shall annually measure its progress, which may include use of a self-assessment tool or selection from a menu of local measures.

Priority 6 – School Climate: Examples

- Brief narrative description of key findings, including differences in results among student groups.
- For surveys that provide an overall score, such as the School Climate Index for the California Healthy Kids Survey, report of overall score for all student and student groups.
- Analysis of a subset of specific items on survey that are particularly relevant to student safety and connectedness.

Questions



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You have 5 minutes

Thank You!



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Please note: The PowerPoint presentation, recorded webinar and resource materials will be available, tomorrow, Wednesday, September 28. Visit www.acsa.org/GRwebinars.

Joining us now is co-host,



Efrain Mercado
Policy Director

CA County Superintendents
Education Services Association





LCFF Priorities 9 and 10

County Office of Education

Priority 9:

Coordination of Services for Expelled Students – COE Only



Priority 9 - Coordination of Services for Expelled Students: Standard

1. COE annually measures its progress in coordinating instruction and services to all expelled pupils in that county.

Evidence:

- The COE shall annually measure its progress, which may include use of a self-assessment tool or selection from a menu of local measures.

Priority 9 - Coordination of Services for Expelled Students: Examples

- Assess the status of required plan for providing education services to all expelled pupils in that county, including most recent triennial update and required outcome data.
- Assess extent of coordination on plan development and implementation with each school district within the county.
- Assess progress in identifying: existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.

Questions



➤ Please answer our polling questions in the space provided.



You have 1 minute

Priority 10:

Coordination of Services for Foster Youth – COE Only



Priority 10 - Coordination of Services for Foster Youth: Standard

1. The COE annually measures its progress in coordinating educational services for foster youth.

Evidence:

- The COE would determine whether it annually measures its progress, which may include use of a self-assessment tool or selection from a menu of local measures.

Priority 10 - Coordination of Services for Foster Youth: Examples

- Assess the degree of implementation of a coordinated service program components for foster youth in your county?
- Establishing ongoing collaboration and policy development, including establishing formalized information sharing agreements with child welfare, probation, LEAs, the courts, and other organizations to determine the proper educational placement of foster youth.
- Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes.
- Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.

Questions



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