

California Education Policy Overview 2017

MICHAEL W. KIRST

PROFESSOR EMERITUS, STANFORD UNIVERSITY

PRESIDENT, CALIFORNIA STATE BOARD OF EDUCATION

California Context

6.3 million students, 53% Hispanic, 1.4 million English learners

Larger enrollment than 22 smallest states, 11,130 schools

Below national average in spending and NAEP; above in poverty

Lowest percent in US of English spoken at home

Top Priorities

Common Core State Standards

Local Control and Accountability Plans/Annual Update

Multiple Measures Accountability

Chief Goal is Improving Classroom Instruction

Complexity of California

DC does not understand California's complexity or policy overload risk

Do not change teacher evaluation or accountability during transition to Common Core

Patience, Persistence, Humility, Continuous Improvement

Use Smarter Balanced assessments as instructional improvement tool

Policy Context

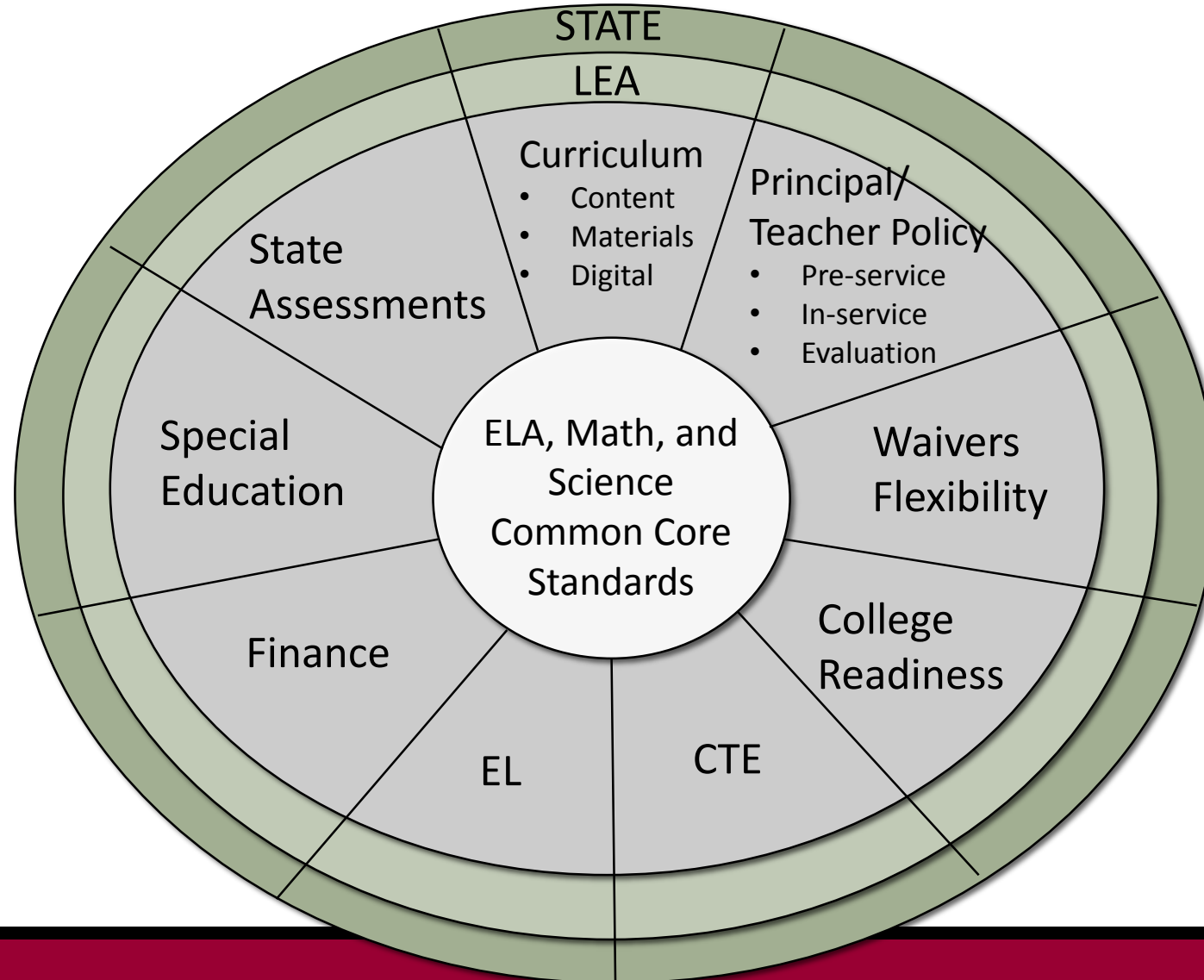
Policy window opens in 2012- \$44 billion, state aid increase since 2008

Patience, persistence and humility for 8 years

Grand coalition support for Common Core State Standards including Higher Education and California Teachers Association (CTA)

State Policy Alignment Strategy

Look for policy gaps, conflicts, and lack of depth in relation to CCSS



Policy Reform

Reform local school budget process to improve pupil outcomes

Change local process for allocating resources

Use county offices to oversee new local budgeting

School Quality Improvement System (CORE)

California Collaborative for Educational Excellence

California School Dashboard

A new website that shows how local educational agencies and schools are performing on test scores, graduation rates, and other measures of student success.

Key Advantages

More than a single number	Equity	Supports Local Decision-Making
A quality education is defined by more than a single test score	Increased focus on addressing disparities among student groups	More information to support the local strategic planning process

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Equity Report






West Chavez Unified School District - San Joaquin County

Enrollment: 4,150 Socioeconomically Disadvantaged: 10% English Learners: 5%
 Foster Youth: N/A Grade span: K-12 Reporting Year: Spring 2017

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

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.

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		9	2
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		6	4
College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		8	0
Mathematics (3-8)		8	1
Local Indicators	Ratings		
Basics (Teachers, Instructional Materials, Facilities)	Data Reported		
Implementation of Academic Standards	Data Not Reported		
Parent Engagement	Data Not Reported for Two or More Years		
Local Climate Survey	Data Reported		

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

An asterisk (*) shows that the student group has less than 11 students and is not reported for privacy reasons. The performance level (color) is not included when there are less than 30 students in any year used to calculate status and change. An N/A means that data is not currently available.

Optional Narrative Summary

A narrative text box will be provided as an optional feature for local educational agencies to describe their performance on the state and local indicators. This option will be included in the Dashboard Coordinator Portal to be completed by LEAs. The optional narrative will be displayed as text summary paragraph at the bottom each report to provide additional context and information.

Questions? Send them to lcff@cde.ca.gov.

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Dashboard Reports

Demographic Information

The top of every page identifies the LEA or school and the name of the report selected, along with key demographic information.



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Equity Report

West Chavez Unified School District - San Joaquin County

Enrollment: 2,500 students

Socioeconomically Disadvantaged: 87%

English Learners: 76%

Foster Youth: N/A

Grade span: K-12

Charter School: No

Reporting Year: Spring 2017 ▼

Dashboard Reports






Equity: Overall performance and information about student group performance

Status and Change: Overall performance and the Status and Change for state indicators

Single Indicator: Overall performance and student group performance on a single state indicator including Status and Change

Single Student Group: Performance of a single student group (e.g., Hispanic) on the state indicators including Status and Change

Equity Report: Other Information

Performance Levels:  Blue (Highest)  Green  Yellow  Orange  Red (Lowest)

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Optional Narrative Summary:

- Narrative box appears at the bottom of each report.
- Gives LEAs opportunity to explain their local context, and/or
- Identify circumstances that have impacted their LEA during the year.

Status and Change Report

- Equity Report
- Status and Change Report
- Detailed Reports
- Student Group Report

The status and change report provides the performance level for all students on all state indicators and identifies the status for the current year and change relative to the prior year for each state indicator.

State Indicators	All Students Performance	Status	Change
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		Low 2.2%	Increased +0.3%
English Learner Progress (K-12)		Very High 90.2%	Increased +2.7%
Graduation Rate (9-12)		High 93.1%	Declined -1.5%
College/Career <small>Available Fall 2017. Select for Grade 11 assessment results.</small>		N/A	N/A
English Language Arts (3-8)		Very High 49 points below level 3	Maintained +6.2 points
Mathematics (3-8)		High 31 points above level 3	Increased +6.5 points

Enrollment: 4,150 Socioeconomically Disadvantaged: 10% English Learners: 5%
Foster Youth: N/A Grade span: K-12 Reporting Year: Spring 2017

Single Indicator Report

Equity Report Status and Change Report Detailed Reports Student Group Report

This report provides the performance levels for a single state indicator, English language arts assessments, for all student groups in the relevant grades for the indicator.

All Blue/Green Yellow Red/Orange

	All Students Performance	Number of Students	Status	Change
All Students		1,651	Very High 49 points above Level 3	Maintained +6.2 points
English Learners		196	Medium 0.4 points above Level 3	Maintained +2.7 points
Foster Youth	N/A	N/A	N/A	N/A
Homeless	N/A	N/A	N/A	N/A
Socioeconomically Disadvantaged		134	High 19.7 points above Level 3	Declined -6.3 points
Students with Disabilities		227	Low 19.5 points below Level 3	Increased +7.7 points
African American		45	*	*
Asian		191	Very High 71.3 points above Level 3	Maintained +3.7 points
American Indian	*	5	*	*
Filipino	*	11	Very High 64.9 points above Level 3	Declined -8.6 points
Hispanic		127	High 39.5 points below Level 3	Increased +12.5 points
Pacific Islander	*	2	*	*
Two or More Races		54	Very High 47.3 points above Level 3	Increased +11.2 points
White		1,216	Very High 48 points below Level 3	Maintained +6 points

The English learner student group definition for this indicator includes students who are currently English learners and students who were reclassified within the past four years. Data for both the English Learners and reclassified students are provided below for informational purposes.

	Number of Students	Status	Change
EL - EL Only	37	Low 43 points below Level 3	Increased Significantly +27.7 points
EL - EL Reclassified Only	159	High 55.4 points below Level 3	Increased +8 points

Plan Summary

Revised LCAP Template

Based on a review of state and local indicators of student performance included in the LCFF Evaluation Rubrics, local self-assessment tools, stakeholder input, or other information, what progress are you most proud of and how do you plan to maintain or build upon that success?

GREATEST PROGRESS

Referring to the LCFF Evaluation Rubrics, address any state or local performance indicator where overall performance was in the "Red" or "Orange" performance category or received a "Not Met" or "Not Met for Two or More Years" rating. What steps are you planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Additionally, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance in the LCFF evaluation rubrics. Identify any modifications to the goals, actions/services and/or expenditures within the LCAP to improve these performance levels.

PERFORMANCE GAPS

Key Questions for LEAs

What are we doing to address the disparities in outcomes on [any indicator where all student performance is in Blue or Green, but an individual student group is in Red or Orange]?

Are we looking more closely at what the issues are with [any indicator where all student performance is Orange or Red]?

What were the two most significant conclusions we should draw from the local information collected around (select local indicator)?