

MEMORANDUM

DATE: August 19, 2016

TO: MEMBERS, State Board of Education

FROM: STAFF, California Department of Education, WestEd, and State Board of Education

SUBJECT: Update on Developing California's New Accountability and Continuous Improvement System Draft Timeline

The purpose of this information memorandum is to summarize the actions the State Board of Education (SBE) took during its July 2016 meeting and provide a timeline that presents the ongoing development work through the end of the 2017 calendar year. This is the first in a series of information memoranda that will be posted in August 2016 to inform the September 2016 SBE meeting agenda item on accountability and continuous improvement.

Summary of SBE Action

At the conclusion of the July 2016 SBE item on accountability (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>), the SBE took the following action related to the design of the LCFF evaluation rubrics:

1. Approve a measure of college and career readiness, including:
 - a. Adopting the College and Career Indicator (CCI), which combines Grade 11 test scores on English Language Arts (ELA) and Math and other measures of college and career readiness, as a state indicator (formerly called "key indicators");
 - b. Using the CCI to establish standards for Priority 7 (Access to Broad Course of Study) and Priority 8 (Outcomes in a Broad Course of Study) based on the approved methodology of calculating performance for state indicators;
 - c. Modifying the state indicator for student test scores on ELA and Math (Priority 4 – Pupil Achievement), approved at the May 2016 Board meeting, to remove the Grade 11 scores, in order to avoid double-counting those test scores in two state indicators; and
 - d. Directing staff to prepare a recommendation for the September 2016 Board meeting on the final technical specifications for the CCI.

2. Approve a methodology for establishing standards for the following LCFF priorities that are not addressed by the approved state indicators:
 - a. Priority 1 (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities),
 - b. Priority 2 (Implementation of State Academic Standards),
 - c. Priority 3 (Parent Engagement),

- d. County Office of Education (COE) Priority 9 (Coordination of Services for Expelled Students), and
 - e. COE Priority 10 (Coordination of Services for Foster Youth).
- o Approve inclusion of a standard for the use of local climate surveys to support a broader assessment of performance on Priority 6 (School Climate).
4. Approve inclusion of an Equity Report, which identifies instances where any student subgroup is in the two lowest performance categories (currently Red or Orange) on a state indicator, within the top-level summary data display.
 5. Direct staff to develop, in advance of the September 2016 meeting, a proposed timeline through the end of the 2017 calendar year that addresses the further developmental work after approval of the initial phase of the evaluation rubrics, including, but not limited to:
 - a. the state and local indicators,
 - b. standards for the state indicators and/or LCFF priorities,
 - c. the statements of model practices, and
 - d. the alignment of elements included in the ESSA state plan with the LCFF evaluation rubrics.

Attachment 1 presents a timeline of development and transition activities for state and local indicators with a proposed process for annually reviewing state indicators. Attachment 2 introduces a comprehensive and integrated timeline that defines the anticipated SBE review and action, in addition to the ongoing developmental work over the next calendar year.

ATTACHMENT(S)

Attachment 1: Ongoing Developmental Activities for State and Local Indicators and Proposed Process for Annually Reviewing the LCFF Evaluation Rubrics Indicators (9 Pages)

Attachment 2: Draft Timeline for the Integrated, Local, State, and Federal Accountability and Continuous Improvement System, Including Outreach with Stakeholders (7 Pages)

Ongoing Developmental Activities for State and Local Indicators and Proposed Process for Annually Reviewing the LCFF Evaluation Rubrics Indicators

Within the current LCFF evaluation rubrics design, the state indicators (formerly called “key” indicators) will be used to analyze performance of local educational agencies (LEAs) and schools relative to the statewide performance distribution. The methodology adopted by the State Board of Education (SBE) establishes performance standards for all LCFF priorities for informing whether LEAs and schools are eligible for assistance, support, or more intensive state-directed intervention to align with LCFF and federal Every Student Succeeds Act (ESSA) accountability requirements.

The LCFF evaluation rubrics design includes the following state indicators¹:

- Student test scores on English Language Arts and Math, including a measure of individual student growth for grades 3–8, when feasible, and results on the California Science Test (CAST) aligned assessment, when available,
- Progress of English learners toward English proficiency,
- High school graduation rate, and measures of student engagement, including suspension rates by grade span and chronic absence, when available, and
- College/Career Indicator (CCI), which combines Grade 11 test scores on English Language Arts (ELA) and Math and other measures of college and career readiness, as state indicators.

Each state indicator is analyzed using the approved methodology that applies equally weighted percentile cut scores for status and change performance categories (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>). Status represents current year performance while change reflects the difference between performance from the prior year and current year, or between the current year and a multi-year average, depending on the availability of data. The status and change performance categories are used to support continuous improvement work and establish the standard to determine eligibility for technical assistance and intervention. Table 1 details the current progress of each state indicator and the ongoing developmental work that is anticipated beyond the SBE adoption of the initial phase of the LCFF evaluation rubrics in September 2016.

The LCFF evaluation rubrics design also includes local indicators to establish state standards for the remaining LCFF priorities that are not addressed by the current state indicators. Table 1 outlines the anticipated developmental tasks that will be used to further develop these local indicators to measure basic conditions of learning (priority 1), implementation of state academic standards (priority 2), parent engagement (priority 3), school climate (priority 6), access to broad course of study (priority 7), course outcomes (priority 8), coordination of instruction for expelled youth (priority 9) and coordination of

¹ Selection based on SBE action at the May 2016 (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>) and July 2016 (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item02.doc>) meetings.

services for foster youth (priority 10). These local indicators will be measured using a variety of methods (e.g., surveys, self-assessment narratives, and polling questions) and will be reported in the evaluation rubrics.

The state indicators, in addition to the local indicators for the remaining LCFF priorities will be used to identify LEAs in need of support and assistance. As additional local and state data becomes available following the initial phase of the LCFF evaluation rubrics implementation, the SBE will support a continuous improvement process through an annual review of the LCFF evaluation rubrics (Attachment 1). This process will be heavily informed by stakeholders and end users of the system. Some of the local indicators may emerge as a state indicator while others may remain for local use to support planning, reflection, and evaluation. The draft timeline to support the ongoing development of the LCFF evaluation rubrics is presented in Attachment 2.

Table 1. Ongoing Developmental Activities for State and Local Indicators²

	2016-17	2017-18	2018-19	2019-2020
CAASPP English language Arts & Mathematics	<ul style="list-style-type: none"> • First year Smarter Balanced assessment scores used to calculate status and prepopulated into the evaluation rubrics by January 2017 • Second year Smarter Balanced assessment scores available (Fall 2016) • First year of California Alternate Assessment scores available (Fall 2016) • SBE approves a set of criteria to facilitate the selection of a growth model methodology • CDE staff with assistance from technical experts will explore growth model methodologies that meet the SBE determined criteria 	<ul style="list-style-type: none"> • Third year Smarter Balanced assessment scores available (Fall 2017) • Second year of California Alternate Assessment scores available (Fall 2017) • SBE approves a growth model methodology • CDE with assistance from technical experts will perform growth model calculations for the purpose of reporting to the SBE and finalizing business rules and requirements 	<ul style="list-style-type: none"> • CDE with assistance from technical experts will perform growth model calculations for the purpose of public reporting 	<ul style="list-style-type: none"> • Growth model available for accountability and continuous improvement
English Learner Proficiency	<ul style="list-style-type: none"> • Administration of CELDT³ • English Learner Indicator performance categories will be based on CELDT score and reclassification rate • English Learner Indicator will be prepopulated into the evaluation rubrics by January 2017 • ELPAC⁴ summative field test administration (Spring 2017) • English Learner Indicator work group recommendations (May 2017) 	<ul style="list-style-type: none"> • Administration of CELDT for identification purposes only • ELPAC Initial assessment field test administration (Fall 2017) • ELPAC Summative assessment fully operational (Spring 2018) • Proposed pilot of identification processes for reclassification and long-term English learners based on English Learner Indicator work group recommendations 	<ul style="list-style-type: none"> • ELPAC initial and summative assessments fully operational • Implementation of English learner work group recommendations • Pilot revised English Learner Indicator options using ELPAC, reclassification rates and long-term English learner rates 	<ul style="list-style-type: none"> • Revised English Learner Indicator available for accountability and continuous improvement

² Dates and proposed development activities are subject to change. The table will be updated and presented at future SBE meetings.

³ California English Language Development Test (CELDT)

⁴ English Language Proficiency Assessments for California (ELPAC)

	2016-17	2017-18	2018-19	2019-2020
Graduation Rates	<ul style="list-style-type: none"> 4-year cohort graduation rate status and change (using 3 years of graduation rate data) are prepopulated into the evaluation rubrics by January 2017 Report out 5-year graduation rate 	<ul style="list-style-type: none"> Review options for use of 5-year graduation rate in the accountability and continuous improvement system 	<ul style="list-style-type: none"> Implement 4 and 5-year graduation rates into the accountability and continuous improvement system 	
Chronic Absenteeism	<ul style="list-style-type: none"> CDE collects first year of chronic absenteeism data 	<ul style="list-style-type: none"> CDE reports first year of chronic absenteeism data Pilot chronic absenteeism status performance using first year of data CDE collects second year of chronic absenteeism data 	<ul style="list-style-type: none"> CDE reports second year of chronic absenteeism data Pilot chronic absenteeism status and change performance using two years of data CDE collects third year of chronic absenteeism data 	<ul style="list-style-type: none"> CDE reports third year of chronic absenteeism data Chronic absenteeism available for accountability and continuous improvement
Suspension Rate & Local Climate Survey	<ul style="list-style-type: none"> Suspension rate status and change (using two years of suspension data) Updated suspension rate status and change performance (using three years of suspension data) is prepopulated into the evaluation rubrics by January 2017 Add a local verification of school climate survey completion Preliminary school conditions and climate work group recommendations (January 2017) Transition plan and potential pilot based on the school conditions and climate work group recommendations 	<ul style="list-style-type: none"> Suspension performance categories completed using three years of data Pilot local indicators for school conditions and climate to include LCFF priorities 1,2,3,6,7,8, 9, and 10 	<ul style="list-style-type: none"> Pilot revised local indicators for school conditions and climate 	<ul style="list-style-type: none"> Revised local indicators for school conditions and climate available for accountability and continuous improvement

	2016-17	2017-18	2018-19	2019-2020
College and Career Readiness	<ul style="list-style-type: none"> College and Career Indicator model that includes Smarter Balanced Grade 11 assessment scores in addition to other college and career readiness indicators (e.g., a-g completion, CTE pathway completion) CCI status and change performance using first phase of CCI model and prepopulated into the evaluation rubrics by January 2017 	<ul style="list-style-type: none"> CDE will explore and review additional CCI data as it becomes available that includes, but not limited to the following: <ul style="list-style-type: none"> State Seal of Biliiteracy Golden State Seal of Merit Diploma Articulated CTE Pathway Programs AP Career Related Programs IB Career Related Programs Industry Certificate Work Experience/Career Internship <p>Further exploration on the following:</p> <ul style="list-style-type: none"> Pilot Career related assessments (e.g., NOCTI, ACT Work Keys) Course information Additional career related data (e.g., Career Pathways Trust and CTE Incentive Grant) <ul style="list-style-type: none"> CDE staff pilot revised CCI model to calculate status 	<ul style="list-style-type: none"> CDE staff pilot revised CCI model to calculate status and change 	<ul style="list-style-type: none"> Revised CCI model is available for accountability and continuous improvement
CAASPP Science	<ul style="list-style-type: none"> California Science Test (CAST) and California Alternate Assessment (CAA) for Science pilot tests (Spring 2017) 	<ul style="list-style-type: none"> CAST field test and CAA for Science pilot test (Spring 2018) 	<ul style="list-style-type: none"> CAST and CAA for Science fully operational (Spring 2019) 	<ul style="list-style-type: none"> Pilot science assessments as state indicator

	2016-17	2017-18	2018-19	2019-2020
High School Readiness	<p>Proposed review of a potential high school readiness indicator that may include but not limited to the following:</p> <ul style="list-style-type: none"> • Attendance • Grade eight course information and grades, and • Performance on grade 8 assessments 	<ul style="list-style-type: none"> • Proposed pilot on potential high school readiness 	<ul style="list-style-type: none"> • High school readiness data and potential indicator available for accountability and continuous improvement 	
Alternative Accountability	<ul style="list-style-type: none"> • All schools that were formerly eligible or participated in the Alternative Schools Accountability Model (ASAM) were excluded from the data analyses to set status and change performance categories. Further analysis is required to determine whether participation in the ASAM or some other criteria should be used for determining the schools included in the sample and the appropriate methodology for identifying such schools that may require assistance and support within the integrated state and federal accountability system. • CDE convenes stakeholders to provide input on revised ASAM • Preliminary recommendations on revised ASAM 	<ul style="list-style-type: none"> • Proposed pilot on revised ASAM 	<ul style="list-style-type: none"> • Revised ASAM available for accountability and continuous improvement 	

<p>Local Indicators</p>	<ul style="list-style-type: none"> • Identify local indicators that will establish state standards for LCFF priorities that are not addressed by the state indicators (priorities 1,2,3,6,7,8,9, and 10). • Establish the school conditions and climate work group (also referenced in the suspension rate/local school climate indicator) to identify ways to evaluate these priorities using a variety of methods (e.g., surveys, self-assessment review, and poll questions) • Stakeholder input on local indicators to include priorities that are not currently addressed by the state indicators (e.g., priorities 1,2,3,9,10) and further work on priorities addressed by select state indicators (e.g., 6,7,8) will be presented to the SBE in Nov 2016 • Preliminary school conditions and climate work group recommendations (January 2017) • Transition plan and proposed pilot based on the school conditions and climate work group recommendations 	<ul style="list-style-type: none"> • Pilot local indicators for school conditions and climate to include LCFF priorities 1,2,3,6,7,8, 9, and 10 • Review progress on local indicators and implications for standards (March 2017) 	<ul style="list-style-type: none"> • Pilot revised local indicators 	<ul style="list-style-type: none"> • Local indicators available for accountability and continuous improvement
-------------------------	---	---	--	--

Annual Process to Review LCFF Evaluation Rubrics Indicators

The review and selection of state indicators were identified using four criteria which determined if the indicator could be: (1) collected and available for use at the state level (2) based on a consistent definition, (3) disaggregated by the school and subgroup level, and (4) supported by research as a valid measure (<http://www.cde.ca.gov/be/pn/im/documents/memo-sbe-feb16item05.doc>). As noted in Table 1, new indicators will become available at the state level in the near future (e.g., chronic absence and science assessment results). Additional data will also become available that will allow for modifications and revisions to certain state indicators (e.g., English language Arts assessments, mathematics assessments, English learner indicator, suspension rates, and college and career indicator).

In addition to the four selection criteria, there are other factors that will be considered as the indicators and performance standards are reviewed and possibly revised over time. In order to establish stable indicators and performance standards, the following factors will be considered: (1) each state indicator has a change performance category that is based on sufficient trend data (e.g., at least three years of data), (2) the review of indicators and performance standards will align with the lifecycle of the assessments and surveys (e.g., timeframe to revise the Smarter Balanced assessments), and (3) the timing of the review and possible revision of indicators will align with the relevant phases of district, school and student group transitions (e.g., review high school indicators and standards every four years). Finally, as the indicators and performance standards are revised, the transition to more rigorous and higher standards should allow for sufficient lead up time for LEAs to adequately prepare for these changes (e.g., expand course offerings to include CTE courses to strengthen performance in career readiness or expand course offerings to include a-g to strengthen performance on college readiness).

To sufficiently address these criteria and factors, the proposed design for the LCFF evaluation rubrics prototype is flexible. This flexibility supports inclusion of additional indicators or the replacement of indicators over time as additional data become available. The LCFF evaluation rubrics also supports the use of local data, including the indicators that are not included as state indicators at this time. As the definition of what is collected locally and reported to the state becomes more standardized and/or as research emerges to support the use of an indicator that has state level data available, staff will analyze these data to make recommendations for including new indicators within the accountability and continuous improvement system.

In recognition that data availability may change over time, and feedback from stakeholders will inform the ongoing development of indicators, the SBE will review the LCFF evaluation rubrics annually to determine whether to add a state indicator to the existing state indicators and/or to replace an existing state indicator. Accordingly, an annual process for assessing whether any of the approved indicators or other potential indicators meet the four criteria for state indicators and, if so, whether that indicator

should be included as a state indicator or if the indicator needs to be updated and revised (<http://www.cde.ca.gov/be/ag/ag/yr16/documents/may16item02revised.doc>).

The annual process for reviewing the state indicators will occur in the following manner:

- March Board meeting: Staff present a preliminary analysis of any indicator that may now be a candidate for inclusion as a state indicator based on the four criteria for state indicators. If appropriate, staff recommend that the SBE direct staff to complete a full analysis of the potential indicator.
- September Board meeting: Staff update the SBE on the results of the complete analysis. If appropriate, staff recommend that the SBE modify the LCFF evaluation rubrics to include the indicator as a state indicator.

In any given year, there may not be any viable candidates identified in March or there may be several candidates. And even if an indicator is identified, further analysis, including consultation with the Technical Design Group (TDG), the California Practitioners Advisory Group (CPAG), the User Acceptance Test (UAT) group, and stakeholders may reveal that its use is not appropriate. But adopting such an approach creates certainty for regular review of the LCFF evaluation rubrics, and an opportunity for improving and expanding the use of local indicators and refining the state indicators and performance standards over time. Additionally, the time between the two meetings is sufficient to allow staff to conduct the analysis of any indicators identified in March and recommend whether or not to modify the organization of state indicators and subsequent cut-points for the performance standards within the LCFF evaluation rubrics by September. The dates for the annual process of review and stakeholder input are reflected in the draft timeline presented in Attachment 2.

Draft Timeline for the Integrated, Local, State, and Federal Accountability and Continuous Improvement System, Including Outreach with Stakeholders

At its July 2016 meeting, the State Board of Education (SBE) directed staff to develop a timeline that addresses the further developmental work for the accountability and continuous improvement system. Following the approval of the initial phase of the evaluation rubrics and the revised Local Control and Accountability Plan (LCAP) template, staff propose a series of SBE review and decision points, developmental tasks, and opportunities for stakeholder input. The timeline details these decision points and tasks for the Local Control Funding Formula (LCFF) evaluation rubrics and the Local Control and Accountability Plan (LCAP), in addition to the upcoming tasks to develop the Every Student Succeeds Act (ESSA) plan and the anticipated alignment between the ESSA State Plan with the LCFF evaluation rubrics.

The LCAP, along with the Annual Update, the LCFF evaluation rubrics and the California Collaborative for Educational Excellence (CCEE) support structure all function as components of the California's new accountability system. The proposed development of the state indicators and standards corresponds with the phased-in approach of LCFF implementation. Attachment 1 outlines the ongoing activities that are specific to state and local indicators and standards that will be used to determine eligibility for technical assistance and intervention. This information is provided as background to the draft timeline for upcoming SBE review and decision points specific to the LCFF evaluation rubrics indicators and standards.

The draft timeline clarifies the opportunities for stakeholder input and the proposed schedule for work groups to provide recommendations on school conditions and climate and the English Learner Indicator. The following stakeholder groups will provide input on the initial implementation of the LCFF evaluation rubrics and the revised LCAP template.

- *California Practitioners Advisory Group (CPAG)*: The CPAG is an advisory committee to the SBE (<http://www.cde.ca.gov/be/cc/cp/>). The CPAG will review and advise the SBE through the implementation of the initial phase of the LCFF evaluation rubrics and the revised LCAP template. The CPAG will also inform the development of the Every Student Succeeds Act (ESSA) State Plan. The next meeting is scheduled for September 29, 2016.
- *User Acceptance Testing (UAT) Group*: In August, the UAT reviewed examples of the draft cut-points and performance categories that informed the technical assistance and support standards. The UAT also provided input on draft top-level data displays and standard reports that will be used to prepopulate the initial phase of the web based version of the LCFF evaluation rubrics. The UAT will review and test the online prototype of the LCFF evaluation rubrics before the system goes live in January 2017.

- *Equity and Policy Stakeholder Input Working Group*: On August 19, 2016, WestEd, on behalf of the SBE and CDE, convened representatives from statewide and community-based organizations to review the design options for the evaluation rubric and approaches to revise the LCAP template to promote interaction with the LCFF evaluation rubrics. WestEd also hosted a webinar for stakeholders to review draft top-level data displays and standard reports that will be used to prepopulate the initial phase of the web based version of the LCFF evaluation rubrics. A session in October 2016 will focus on the proposal to support the measurement of local performance on the state priorities that are not currently addressed in the state indicators (e.g., priorities 1,2,3,6,7,8,9,10).
- *School Conditions and Climate Work Group*: The CDE established a work group in August 2016 to review the existing school climate measurement approaches, tools, resources, and surveys that measure broader aspects of school conditions and climate (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item02.doc>). This work group consists of approximately eight to ten members with expertise in education measurement and school conditions/climate. One of the objectives of this work group is to provide extensive stakeholder engagement on topics related to school conditions and climate. The School Conditions and Climate work group will present preliminary recommendations to the CDE in January 2017 that will inform the accountability and continuous improvement components that are relevant to the school climate LCFF priority, in addition to the priorities that address the basic conditions of learning, the implementation of state academic standards, the access to broad course of study, course completion, and coordination activities.
- *English Learner Indicator Work Group*: As outlined in a Memorandum to the SBE on June 27, 2016 (<http://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-jun16item02.doc>), the CDE is developing a work group of experts to create a composite measure for the English Learner Indicator (ELI) that includes English acquisition, reclassification rates, and long-term English learner (LTEL) rates. During the 2016-17 school year, the CDE plans to convene the ELI work group four times beginning in October 2016. The CDE will provide a progress update to the SBE through an information memorandum in December and/or February and provide a presentation of the work at the May 2017 SBE meeting. The ELI work group will be comprised of individuals with English learner (EL) program expertise and EL data expertise. The EL work group will have county and district representatives along with representatives of stakeholder groups. The members will be charged with determining if LTEL data can be incorporated into the current ELI. In addition, the members will make recommendations on the methodology and timeline for incorporating the LTEL data in the new accountability system.

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
August 2016		<p><i>Early August-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the school conditions and climate work group <p>Proposed Information Memorandum</p>
September 2016	<p><i>LCFF Evaluation Rubrics:</i></p> <p>Initial Phase of the Local Control Funding Formula (LCFF) Evaluation Rubrics for SBE Adoption.</p> <ul style="list-style-type: none"> • Performance categories for CAASPP, English Learner Proficiency, Graduation Rate, Suspension Rate, and College and Career Readiness. • Criteria to determine eligibility for technical assistance based on performance on all LCFF priorities. • Design dimensions for the evaluation rubrics web application that includes, but is not limited to, the top-level data display, equity report, and standard reports. • CDE provides an update on the working groups to explore school conditions and climate and English learner proficiency indicator. <p><i>LCAP Template:</i></p> <p>Final changes to the LCAP template for SBE adoption.</p> <p><i>ESSA State Plan:</i></p> <ul style="list-style-type: none"> • Overview of the law and plan requirements, review of stakeholder feedback 	<p><i>California Practitioners Advisory Group (CPAG) Meeting:</i></p> <ul style="list-style-type: none"> • CPAG provides feedback on draft ESSA State Plan • CPAG reviews plan for future work on state and local indicators (e.g., college and career readiness) • CPAG reviews plan for future work on activities to align the ESSA State Plan with LCFF (e.g., plan alignment) <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the school conditions and climate work group

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
October 2016		<p><i>Early October-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • School conditions and climate work group will provide opportunities for stakeholder input • CDE convenes the English Learner Indicator work group <p>Proposed Information Memorandum on local indicators</p>
November 2016	<p><i>LCFF Evaluation Rubrics:</i></p> <p>Update on local indicators to measure state priorities not addressed by the state indicators (e.g., priorities 1,2,3,6,7,8,9,10) and implications for state performance standards based on stakeholder input gathered in October 2016</p> <p>CDE provides an update on the School Conditions and Climate work group and the English Learner Indicator work group. CDE also provides an update on the Statements of Model Practices.</p> <p><i>ESSA State Plan:</i></p> <p>CDE presents first draft of ESSA State Plan based on stakeholder input, including CPAG comments, for SBE review.</p>	<p><i>LCFF Evaluation Rubrics:</i></p> <ul style="list-style-type: none"> • California Collaborative for Educational Excellence (CCEE) workshop trainings <p><i>ESSA State Plan:</i></p> <ul style="list-style-type: none"> • ESSA State Plan extended public comment period begins November 18 • ESSA State Plan Stakeholder Outreach Phase 2 begins • Webinars • Regional meetings • Survey • Stakeholder engagement toolkit

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
December 2016		<p><i>California Practitioners Advisory Group (CPAG) Meeting:</i></p> <ul style="list-style-type: none"> • Provides feedback on ESSA State Plan Update • Update on the proposal to review the LCFF evaluation rubrics state and local indicators and statements of model practices <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the school conditions and climate work group • School conditions and climate work group will provide opportunities for stakeholder input • CDE convenes the English Learner Indicator work group
January 2017	<p><i>LCFF Evaluation Rubrics:</i></p> <ul style="list-style-type: none"> • CDE presents preliminary recommendations to the SBE for transition plan to support the use of school conditions and climate measures in the accountability and continuous improvement system. <p><i>ESSA State Plan:</i></p> <p>Second Draft ESSA State Plan for SBE Review.</p> <ul style="list-style-type: none"> • CDE revises ESSA State Plan based on stakeholder feedback, including the input provided by the CPAG, and presents revised draft to SBE for provisional approval. 	<p><i>ESSA State Plan:</i></p> <p>30 day public comment period closes January 20</p> <p>Stakeholder Outreach Phase 2 ends</p> <p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the English Learner Indicator work group

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
February 2017		<p><i>Early February-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>California Practitioners Advisory Group (CPAG) Meeting</i></p> <ul style="list-style-type: none"> • Reviews public comments on ESSA state plan and makes recommendations • Advise SBE on annual review of evaluation rubrics state and local indicators • <p>Proposed Information Memorandum on the English Learner Indicator</p>
March 2017	<p><i>LCFF Evaluation Rubrics:</i></p> <p>Annual review of evaluation rubrics, including but not limited to the following:</p> <ul style="list-style-type: none"> • CAASPP performance categories • English Learner Indicator • Suspension Rate and School Climate • Academic Engagement • College and Career Indicator <p><i>Proposed Submission of ESSA State Plan:</i></p> <p>Following SBE approval, submit ESSA State Plan to ED</p> <p>March 6th is the first deadline to submit the ESSA State Plan to ED; ED has up to 120 days to review ESSA State Plan. Note: July 3rd is the second deadline to submit the ESSA State Plan to ED.</p>	<p><i>Work Groups:</i></p> <ul style="list-style-type: none"> • CDE convenes the English Learner Indicator working group

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
April 2017		<p><i>Early April-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>California Practitioners Advisory Group (CPAG) Meeting</i></p> <ul style="list-style-type: none"> • Reviews progress on pilot of state and local indicators, feedback from SBE on annual review • Reviews alignment of ESSA state plan to LCFF evaluation rubrics (e.g., plan alignment activities)
May 2017	<p><i>LCFF Evaluation Rubrics:</i></p> <p>CDE presents recommendations to the SBE for transition plan to support the use of the English Learner Indicator in the accountability and continuous improvement system.</p>	
June 2017		<p><i>Early June-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>California Practitioners Advisory Group (CPAG) Meeting</i></p> <ul style="list-style-type: none"> • Update on state and local indicator pilots and implications for standards and technical assistance

Timeframe	SBE Review and Decision Points	Ongoing Development and Tasks
<p>July 2017</p>	<p><i>ESSA State Plan:</i> Accepted ESSA State Plan is published. (Note: this is a tentative date based on the submission of the plan in March).</p> <p>New Accountability System begins July 2017. The ESSA State Plan takes effect 2017-18 and implements process to identify schools for assistance.</p>	
<p>August 2017</p>		<p><i>Early August-Continue receiving feedback on accountability and continuous improvement:</i></p> <ul style="list-style-type: none"> • Conference Calls • Standing Meetings • Policy Input Sessions <p><i>California Practitioners Advisory Group (CPAG) Meeting</i></p> <ul style="list-style-type: none"> • Review proposal to revise evaluation rubrics based on the state and local indicator pilots and SBE annual review at the March SBE meeting
<p>September 2017</p>	<p><i>LCFF Evaluation Rubrics:</i> Possible action to revise the evaluation rubrics based on the annual review completed in March 2017, any updated data elements and indicators based on stakeholder input.</p>	
<p>2018-19</p>	<p>The new technical assistance, support, and interventions under LCFF and ESSA are implemented.</p>	

Note: Dates and proposed development activities are subject to change. The table will be updated and presented at future SBE meetings.