**California’s New Accountability and Continuous Improvement System and the LCFF Evaluation Rubrics**

California’s new accountability and continuous improvement system, adopted in September 2016, is based on multiple measures to inform a more robust understanding on what constitutes a positive educational experience for students. The new system moves away from the decades-old single summative index as previously required by the Academic Performance Index (API), and instead considers local educational agencies (LEAs) and schools’ current performance (status) and improvement over time (change), with the goal of providing support and resources to help schools improve student outcomes. The current school year will serve as a transitional year to when the new accountability system is fully operational in 2017-18, while the new technical assistance, support, and interventions under the Local Control Funding Formula (LCFF) and the Every Student Succeeds Act (ESSA) will not be implemented until the 2018-19 school year.

**LCFF Evaluation Rubrics/California School Dashboard**

The new school accountability tool, known as the evaluation rubrics or the “California School Dashboard,” are required by the LCFF to assist LEAs with identifying strengths, weaknesses, and areas in need of improvement across all eight LCFF priorities. In addition, the rubrics must also assist in identifying LEAs in need of additional assistance or intervention based on low performance across the LCFF priorities for one or more numerically significant student groups across a number of years.

Through a web-based platform, the new dashboard will include pre-populated student performance data on the state indicators. It is anticipated LEAs will receive access to the dashboard by February 1st, with a launch for the rest of the public tentatively for March 1st. State officials will develop a communications toolkit for LEAs’ use, including fact sheets, talking points and other key resources.

**State Indicators**

State indicators had to meet four criteria, including being evidenced and researched-based, and data had to be comparable statewide and be available for disaggregation to analyze at the LEA and school levels for all students and for numerically significant student groups.

* **Academic Indicator**: Based on scale scores for student assessments on English Language Arts (ELA) and mathematics for grades 3-8, including a measure of individual student growth, when feasible, and assessment results for the Next Generation Science Standards, when available (LCFF Priority 4).
* **Suspension Rates** by grade span (LCFF Priority 6).
* **English Learner Progress Indicator**: Measures progress on English learners toward English language proficiency (CELDT scores) and incorporates data on reclassification rates (LCFF Priority 4).
* **High School Graduation Rate**: Based on a four-year cohort.
* **College and Career Indicator**: Combines grade 11 test scores on ELA and mathematics and other measures of college and career readiness (LCFF Priorities 4, 7 and 8).

Using a methodology that combines current performance (status) and improvement over time (change), the rubrics will display five color-coded performance levels for each indicator. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange and Red, with the target performance category being GREEN for all LEAs, schools and student groups. Performance levels for LEAs, school and numerically significant student groups will be determined based on the most recent year of data available to determine “status” and the average of up to three years of prior years of data, if available, to determine “change.”

**Local Performance Indicators**

For the remaining LCFF priorities that currently do not have data collected at the state level, LEAs will be required to measure and report their progress based on locally collected data. More specifically, LEAs will be required to report the results to the LEA’s local governing board at a regularly scheduled meeting and to stakeholders and the public through the web-based evaluation rubrics. LEAs will determine whether they have [Met, Not Met, or Not Met for More than Two Years] using self-reflection tools included in the evaluation rubrics.

* **Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials and Safe, Clean and Functional School** **Facilities** (LCFF Priority 1)
* **Implementation of State Academic Standards** (LCFF Priority 2)
* **Parent Engagement** (LCFF Priority 3)
* **School Climate** (LCFF Priority 6)
* **Coordination of Services for Expelled Students** – County Offices of Education (COE) Only (LCFF Priority 9)
* **Coordination of Services for Foster Youth** – COE Only (LCFF Priority 10)

**Tips for Administrators**

* Know your data – most is available already at the district level or through CalPADS.
* Consider your areas of strength and weakness as they relate to the 8 state priorities.
* Identify your student group performance gaps.
* Reflect on what district has already done to address achievement gaps and what the results have been.
* Develop communications plan to discuss data to parents, staff, community, media and governing board.
* Look for ways to connect the use of the evaluation rubrics and the LCAP development to your improvement cycle.

**For Additional Information**

It is important to note that the new system will evolve over time as additional information becomes available, and could be modified based on practitioner’s experience during the first few years of implementation. ACSA will continue to seek input from its members with the goal of informing state policy decisions and the support LEAs and schools receive.

To provide your input or questions on the new accountability and continuous improvement system, please contact Martha Alvarez, ACSA Legislative Advocate, at [malvarez@acsa.org](mailto:malvarez@acsa.org) or go to [www.acsa.org/accountability](http://www.acsa.org/accountability) for resources and the latest information.

