Promoting Continuous Improvement via Reflection on Year Round LCAP and Evaluation Rubrics

Martha Alvarez, ACSA Legislative Advocate
Teri Burns, CSBA Legislative Advocate

California Association for Bilingual Education
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Goals

1. Understand the background and key features of the California School Dashboard

2. Recognize important elements of the state and local indicators

3. Learn how to use the Dashboard

4. Describe resources available to support the Dashboard’s rollout
What is the California School Dashboard?

A new **web-based accountability system** that fosters continuous improvement by encouraging a deeper look of performance data for local educational agencies (LEAs), schools, and student groups on the state and local indicators.

This tool presents information on the LCFF Rubrics.
Accountability Framework

- Performance
- Equity
- Improvement
- Transparency
- One system to meet local, state and federal needs
- Continuous Improvement
Purpose of CA School Dashboard

1. **Measure LCFF State Priorities.** The Dashboard 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 Dashboard will assist LEAs in identifying strengths, weaknesses, and areas in need of improvement for LEAs and schools.
<table>
<thead>
<tr>
<th>More than a single number</th>
<th>Equity</th>
<th>Supports Local Decision-Making</th>
</tr>
</thead>
<tbody>
<tr>
<td>A quality education is defined by <strong>more</strong> than a single test score</td>
<td><strong>Increased</strong> focus on addressing disparities among student groups</td>
<td><strong>More</strong> information to support the local strategic planning process</td>
</tr>
</tbody>
</table>
Key Features

➢ **Easy to use reports:** Shows LEA or school performance on:
  - 6 state indicators
  - 4 local indicators

➢ **LEA/school search:** View reports that present the performance data in different ways.

➢ **Charter schools:** The accountability system has certain differences for charter schools.

*Note:* Alternative indicators are in development for schools included in the Alternative Schools Accountability Model (ASAM)
# Indicators by State LCFF Priority

<table>
<thead>
<tr>
<th>Local Control Funding Formula Priority</th>
<th>State Indicator</th>
<th>Local Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1</td>
<td>Basics Conditions at School</td>
<td></td>
</tr>
<tr>
<td>Priority 2</td>
<td>Implementation of State Academic Standards</td>
<td></td>
</tr>
<tr>
<td>Priority 3</td>
<td>Parent Engagement</td>
<td></td>
</tr>
<tr>
<td>Priority 4</td>
<td>Academic Indicator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>English Learner Indicator</td>
<td></td>
</tr>
<tr>
<td>Priority 5</td>
<td>Chronic Absence Indicator</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Graduation Rate Indicator*</td>
<td></td>
</tr>
<tr>
<td>Priority 6</td>
<td>Suspension Rate Indicator</td>
<td>Local Climate Survey</td>
</tr>
<tr>
<td>Priority 7</td>
<td>College/Career Indicator*</td>
<td></td>
</tr>
<tr>
<td>Priority 8</td>
<td>College/Career Indicator*</td>
<td></td>
</tr>
<tr>
<td>Priority 9</td>
<td>Coordination of Services for Expelled Students**</td>
<td></td>
</tr>
<tr>
<td>Priority 10</td>
<td>Coordination of Services for Foster Youth**</td>
<td></td>
</tr>
</tbody>
</table>

** County Office of Education Only
Interaction Among LCAP, the Dashboard & Assistance and Support Process

- **July 1**: LCAP/Annual Update Adopted by LEA
- **October 8**: LCAP/Annual Update Approved by Reviewing Agency
- **November**: The Dashboard Data Display is Populated with State Data

**Stakeholder Engagement**
- Implement LCAP
- Finalize and adopt LCAP/Annual Update

**February – March**
- Complete Self-Reflection
- Use the Dashboard and incorporate findings into LCAP/Annual Update

**Stakeholder Engagement**
- Implement LCAP
- Finalize and adopt LCAP/Annual Update
- Plan for next LCAP/Annual Update
- Use data analysis and self-reflection from the Dashboard
State Indicators
State Indicators

The state indicators are based on data that is collected consistently across the state from LEAs through California Longitudinal Pupil Achievement Data System (CALPADS). The state indicators by LCFF priority area are:

- Academic Indicator on ELA and math for grades 3-8 (Priority 4)
- English Learner Progress (Priority 4)
- Chronic Absenteeism (available fall 2017) (Priority 5)
- Graduation Rates (Priority 5)
- Suspension Rate (Priority 6)
- College/Career Readiness (partial information available spring 2017) (Priorities 7 & 8)
State Performance Levels

Schools and districts receive one of five color-coded performance levels on the state indicators. From highest to lowest, the five performance levels are: Blue, Green, Yellow, Orange, Red.
Reference Charts

Performance levels are calculated using percentiles to create a 5 by 5 reference chart that combine **Status** and **Change**.

- **Example**: An LEA with a “High” **Status** and an “Increased” in **Change** will receive an overall performance of **Green**.

<table>
<thead>
<tr>
<th>Status</th>
<th>Levels</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Declined Significantly</td>
<td>Declined</td>
</tr>
<tr>
<td>Very High</td>
<td>Yellow</td>
<td>Blue</td>
</tr>
<tr>
<td>High</td>
<td>Orange</td>
<td>Yellow</td>
</tr>
<tr>
<td>Median</td>
<td>Orange</td>
<td>Orange</td>
</tr>
<tr>
<td>Low</td>
<td>Red</td>
<td>Orange</td>
</tr>
<tr>
<td>Very Low</td>
<td>Red</td>
<td>Red</td>
</tr>
</tbody>
</table>
Numerically Significant Student Groups

- **Less than 30 students**
  - No performance level reported for any indicator with fewer than 30 students (or fewer than 15 foster/homeless youth)
  - Status and change displayed for student groups with 11 to 29 students
  - Reported as an asterisk (*) for all students and student groups

- **No Available Data**
  - Where data is currently not available, it is reported as not applicable (N/A).
Local Indicators
Local Indicators

Data is not collected at the state level for some LCFF priorities.

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

- **Standard** for each local indicator:
  - LEA annually analyzes its progress in the priority and reports the results to its local governing board and to stakeholders and the public through the Dashboard. SBE approved tools available to gather data.

- **Evidence** that will be used to demonstrate meeting the standard:
  - LEA identifies that it reviewed and reported the results to its local governing board and on the Dashboard.

- **Criteria** for assessing status based on that evidence:
  - Met
  - Did not meet for 1 year
  - Did not meet for 2+ years
More on local indicators

- Local indicators **do not** apply to individual school sites.

- Local indicators apply to charter schools only if the underlying charter petition includes goals for that indicator.

- SBE approved **self-reflection tools** to assist in identifying local progress.

- Data is **uploaded by the LEA** to the public Dashboard website.

- Data is **self-reported** and subject to community **discussion** and use in your LCAP development.

- **No deadline** for uploading information during 2016-17.
Dashboard Reports
**Dashboard Display**

- Links to reports
- Displays State Indicators
- Displays Local Indicators

### Equity Report

West Chavez Unified School District - San Joaquin County

<table>
<thead>
<tr>
<th>Enrollment: 2,500 students</th>
<th>Socioeconomically Disadvantaged: 87%</th>
<th>English Learners: 76%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foster Youth: N/A</td>
<td>Grade span: K-12</td>
<td>Charter School: No</td>
</tr>
</tbody>
</table>

**Year:** Data 2015-16

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

#### State Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Performance Level</th>
<th>Total Student Groups</th>
<th>Student Groups in Red/Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td></td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>College &amp; Career</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts (K-8)</td>
<td></td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics (K-8)</td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Local Indicators

- Basics (Teachers, Instructional Materials, Facilities): Met
- Implementation of Academic Standards: Not Met
- Parent Engagement: Not Met for Two Years
- Local Climate Survey: Met

A dash (–) indicates that the student group consists of less than 11 students, the minimum size for any reporting; an asterisk (*) indicates the student group consists of less than 30 students, and the performance level (color) is not presented or included for accountability purposes. An N/A indicates that data is not currently available. Additional details can be found in the California School Dashboard Technical Manual (link will be provided).

**Narrative**

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.
Dashboard: Demographic Info

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

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  Year: Data 2015-16
Dashboard: State Performance Levels

The Dashboard shows the performance levels using the color-coded images below.
Dashboard: Narrative Summary

LEAs also have the **option** of adding additional information in a narrative box that will show up at the bottom of each report. This has a 500 word limit and it only allows text (no hyperlinks).

This gives LEAs the opportunity to **explain their local context** or identify any circumstances that may have impacted their LEA during the year.
# Equity Report: State Indicators

The Equity Report provides the performance levels for the state indicators and identifies the total number of student groups represented in each indicator, in addition to the number of student groups in red/orange.

<table>
<thead>
<tr>
<th>Performance Levels:</th>
<th>Blue (Highest)</th>
<th>Green</th>
<th>Yellow</th>
<th>Orange</th>
<th>Red (Lowest)</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th><strong>State Indicators</strong></th>
<th>All Students Performance</th>
<th>Total Student Groups</th>
<th>Student Groups in Red/Orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td><img src="orange.png" alt="Orange" /></td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td><img src="orange.png" alt="Orange" /></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td><img src="orange.png" alt="Orange" /></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>College &amp; Career</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts (K-8)</td>
<td><img src="green.png" alt="Green" /></td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics (K-8)</td>
<td><img src="green.png" alt="Green" /></td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
Equity Report: Local Indicators

- Shows performance level for local indicators.
  - For LEAs that have Met the standard for these indicators, the performance data will be available in the Detailed Reports.

- The default during the transition year will be N/A.
  - Beginning in the 2017–18 school year, there will be a deadline for completing this information or the LEA would receive a performance level of **Not Met**.

<table>
<thead>
<tr>
<th>Local Indicators</th>
<th>Ratings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basics (Teachers, Instructional Materials, Facilities)</td>
<td>Met</td>
</tr>
<tr>
<td>Implementation of Academic Standards</td>
<td>Not Met</td>
</tr>
<tr>
<td>Parent Engagement</td>
<td>Not Met for Two Years</td>
</tr>
<tr>
<td>Local Climate Survey</td>
<td>Met</td>
</tr>
</tbody>
</table>
## Status and Change 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.

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

### State Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Students Performance</th>
<th>Status</th>
<th>Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate (K-12)</td>
<td>Very Low (0.3%)</td>
<td>Declined -1.1%</td>
<td></td>
</tr>
<tr>
<td>English Learner Progress (K-12)</td>
<td>Low (62%)</td>
<td>Increased +1.5%</td>
<td></td>
</tr>
<tr>
<td>Graduation Rate (9-12)</td>
<td>Medium (86%)</td>
<td>Increased +5%</td>
<td></td>
</tr>
<tr>
<td>College &amp; Career</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts (K-8)</td>
<td>Low (60 points below level 3)</td>
<td>Declined -10</td>
<td></td>
</tr>
<tr>
<td>Mathematics (K-8)</td>
<td>Very Low (15 points above level 3)</td>
<td>Declined Sig. -25</td>
<td></td>
</tr>
</tbody>
</table>
Student Group Report

- Shows the performance of all students and each student group on the state indicators.

- Users can choose to highlight only the student groups in the:
  - Blue and Green performance levels,
  - Yellow performance level, or
  - Orange and Red performance levels.
### 5 x 5 Grid Placement Reports

Displays schools by district and student group placement

<table>
<thead>
<tr>
<th>LEVEL</th>
<th>Increased Significantly</th>
<th>Increased</th>
<th>Maintained</th>
<th>Declined</th>
<th>Declined Significantly</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very Low</td>
<td>Gray (N/A)</td>
<td>Green (N/A)</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue (None)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Low</td>
<td>Orange (None)</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue (None)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td>Orange (None)</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green (None)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Red (None)</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow (None)</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>(None)</td>
<td>(None)</td>
<td></td>
</tr>
<tr>
<td>Very High</td>
<td>Red (None)</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow (None)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>(None)</td>
<td>(None)</td>
<td>(None)</td>
<td></td>
</tr>
</tbody>
</table>

- **suspension**
Latest Dashboard Updates

- **Grade 11 Smarter Balanced Assessment Results**
  available on the College/Career Indicator (CCI) report.

- **College/Career Indicator data-coming April 2017** in the Detailed Reports tab.
  - Provides percent of students who were “Prepared,” “Approaching Prepared,” and “Not Prepared”
  - Grade 11 assessments used are based on the *performance level results* (not Distance from Level 3).
Latest Dashboard Updates (Cont.)

- English Learner (EL) Only and Reclassified English Fluent Proficient (RFEP) Only data are now displayed within the ELA and mathematics reports.

  - The “EL” student group data includes both EL and students reclassified within the past four years (i.e., reclassified after April 15, 2012).

  - The “EL Only” student group contains only the EL students

  - The “RFEP Only” student group data are based on only those students who were reclassified within the past four years (i.e., reclassified after April 15, 2012).
Fall 2017 Dashboard Release

- **California Alternate Assessment**
  - Two years of California Alternate Assessment data will be incorporated into the ELA and mathematics for the fall 2017 Dashboard.

- **Foster Youth and Homeless Student Groups**
  - At the LEA-level, the N size for both groups will be 15 students (not 30). If an LEA has 15 or more Foster Youth or Homeless students, each student group will receive Status, Change, and a performance color.
  - At the school-level, the N size for both groups will be 30 students.

- **College/Career Indicator**
  - Status Only-2015–16 four-year cohort graduation (Class of 2016).

- **Chronic Absenteeism**
  - Will likely be included in the Detailed Report
Using the Dashboard
Using the Dashboard...

www.CASchoolDashboard.org

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**California School Dashboard (Live Preview)**

<table>
<thead>
<tr>
<th>CDS Code</th>
<th>Organization</th>
<th>City</th>
</tr>
</thead>
<tbody>
<tr>
<td>10624140000000</td>
<td>Sanger Unified</td>
<td>Sanger</td>
</tr>
<tr>
<td>10624141030105</td>
<td>Sanger Adult</td>
<td>Sanger</td>
</tr>
<tr>
<td>10624141036094</td>
<td>Sanger High</td>
<td>Sanger</td>
</tr>
<tr>
<td>10624146117873</td>
<td>Sanger Academy Charter</td>
<td>Sanger</td>
</tr>
</tbody>
</table>
# Using the Dashboard

## Equity Report

West Chavez Unified School District

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<thead>
<tr>
<th>Enrollment: 2,500 students</th>
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<th>Year: Data 2015-16</th>
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</thead>
<tbody>
<tr>
<td>Foster Youth: N/A</td>
<td>Grade span K-12</td>
<td>Charter School: N</td>
<td></td>
</tr>
</tbody>
</table>

The equity report provides the performance level for all students on all state indicators and identifies the total number of student groups relative to the number of student groups in red/orange. The equity report also provides the rating for each local indicator.

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

### State Indicators

<table>
<thead>
<tr>
<th>Indicator</th>
<th>All Students</th>
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<th>Student Groups In Red/orange</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chronic Absenteeism</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>Suspension Rate</td>
<td></td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>English Learner Progress</td>
<td></td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Graduation Rate</td>
<td></td>
<td>8</td>
<td>7</td>
</tr>
<tr>
<td>College/Career</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
<tr>
<td>English Language Arts Assessment</td>
<td></td>
<td>5</td>
<td>1</td>
</tr>
<tr>
<td>Mathematics Assessment</td>
<td></td>
<td>5</td>
<td>4</td>
</tr>
</tbody>
</table>
Key Questions to Consider

- Are there areas where the district’s strategy/approach is working and how can we build on those?

- What changes to the goals or actions/services in the district’s LCAP, if any, are we considering for the Annual Update?

- What is the district doing to address the disparities in outcomes on the ELA Assessment?
  - All students in Blue or Green, but individual student group in Red or Orange.

- Are we looking more closely at what the issues are with Graduation Rate (Orange)?

- What are the two most significant conclusions we should draw from the local information collected around Parent Engagement?
Using the Dashboard in LCAP Summary

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**
Tools in the New LCAP

- Plan Summary Section
- Annual Update & Analysis Section
- Stakeholder Engagement Section
- Goals, Actions & Services Section
- Demonstration of Increased/Improved Services for Unduplicated Pupils Section
New LCAP Template

LCAP is now a 3-year static plan with annual updates

- **School districts/COEs:** LCAP is static 3-year plan which is reviewed and updated in second and third years
  - Reflect on the past year and make adjustments
  - Year 4, make a new 3 year plan

- **Charter schools:** May complete the LCAP to align with the term of the charter school's budget, which is submitted to (but not approved by) the school's authorizer
Communication Toolkit and Resources for the Dashboard
The new accountability system is more than a single number. **Focuses** on addressing disparities among student groups. The new system supports *local* decision-making.
CDE Accountability Model & School Dashboard Resource Webpage

  - [http://www.cde.ca.gov/dashboard](http://www.cde.ca.gov/dashboard)

- 5X5 Grid Placement
  - [http://data1.cde.ca.gov/dataquest/](http://data1.cde.ca.gov/dataquest/)

- Dashboard Link
  - [www.caschooldashboard.org](http://www.caschooldashboard.org)
California Accountability Model & School Dashboard

California’s new accountability and continuous improvement system provides information about how local educational agencies and schools are meeting the needs of California’s diverse student population based on a concise set of measures.

Reports

California School Dashboard Report
The Dashboard contains reports that display the performance of local educational agencies (LEAs), schools, and student groups on a set of state and local measures to assist in identifying strengths, weaknesses, and areas in need of improvement.

California Model Five-by-Five Grid Placement Reports
California’s new accountability and continuous improvement system is based on a five-by-five colored table that produces 25 results using five colors. The reports display the schools’ (by district) and student groups’ placement on the five-by-five colored tables.

Overview

California School Dashboard Video (Video; 5:25)
This video provides an overview of California’s new multiple measures accountability system. It describes the measures in the new Dashboard Report and how performance and improvement are used to determine the performance colors.

California School Dashboard Video (Spanish) (Video; 6:08)
Where we’re heading with the Dashboard

Continuous Improvement

| Building on LEA strengths within priority areas | Developing capacity of LEAs to address disparities in student groups | Supporting LEAs to identify and improve areas of low performance |
Unresolved issues with accountability

- State measures
  - College and career indicators
  - Growth measure
  - English learner progress indicator
  - Chronic absenteeism
- Alignment of plans – LCAP Addendum forthcoming
- Accountability system for alternative education
- Identifying lowest five percent of schools
- Technical assistance and support
- Distribution of Title I and Title II funds
Thank You!

Martha Alvarez
Legislative Advocate
Association of CA School Administrators (ACSA)
Phone: (916) 444-3216
Email: malvarez@acsa.org

Teri Burns
Legislative Advocate
CA School Boards Association (CSBA)
Phone: (916)-669-3356
Email: tburns@csba.org