

PHILOSOPHY-GOALS-OBJECTIVES AND COMPREHENSIVE PLANSCOMPREHENSIVE PLANSACCOUNTABILITY

The Governing Board recognizes its responsibility to ensure accountability to the public for the performance of district schools. The Board shall regularly review the effectiveness of the district's programs, personnel, and fiscal operations, with a focus on the district's effectiveness in improving student achievement. The Board shall establish appropriate processes and measures to monitor results and to evaluate progress toward accomplishing the district's vision and goals set forth in the Local Control and Accountability Plan (LCAP).

Background

Based on the Local Control Funding Formula (LCFF), which was passed in 2013, California has a new accountability system that is based on multiple measures (<https://www.cde.ca.gov/ta/ac/cm/index.asp>). The Public Schools Accountability Act (PSAA) authorized the creation of an educational accountability system for California public schools (<https://www.cde.ca.gov/ta/ac/pa/>). Its primary goal is to help schools improve and to measure the academic achievement of all students. California's accountability system, which is based on both state and federal requirements, measures district and school performance on a variety of indicators of school success. 20 USC 6311, as amended by the Every Student Succeeds Act (ESSA; P.L. 114-95), requires each state to have an accountability system that incorporates multiple measures, including, but not limited to, statewide assessment results for all students as well as numerically significant subgroups. ESSA replaced No Child Left Behind (NCLB) and differs from its predecessor by giving states more flexibility to use accountability systems that reflect local values and goals (<https://www.cde.ca.gov/nr/ne/yr18/yr18rel48.asp>).

California's Accountability and Continuous Improvement System:

The California Accountability and Continuous Improvement System consists of both state and local indicators to assist districts in identifying strengths and areas in need of improvement in each priority area addressed by the Local Control and Accountability Plan (LCAP). The measures are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement. The degree to which districts and schools are meeting these criteria is reflected in the California School Dashboard (<http://www.caschooldashboard.org>), which is a color-coded chart that includes the status of performance on the indicators as well as the change in performance from year to year.

The California School Dashboard is an online tool to help districts and schools identify strengths and weaknesses and pinpoint student groups that may be struggling. It reports performance and progress on the state and local indicators (<https://www.cde.ca.gov/ta/ac/cm/index.asp>).

The state and local indicators are drawn from the ten priority areas of the Local Control Funding Formula (LCFF).

These priority areas form the basis for California's integrated accountability system, which meets both state and federal requirements. Unlike the former Academic Performance Index (API), which was based solely on testing results, this new accountability system uses multiple measures to determine performance and progress and emphasizes equity by focusing on student group performance.

Different criteria are used to determine and report performance for the state and local indicators.

Performance on the state indicators is based on both current performance (Status) and progress over time (Change).

- Status is based on the most recent year of data for that indicator. There are five Status levels: *Very high, High, Medium, Low, and Very low*.
- Change is the difference between current and prior year performance. There are five Change levels: *Increased significantly, Increased, Maintained, Declined, and Declined significantly*.

The district and each district school shall demonstrate comparable improvement in academic achievement for all numerically significant student subgroups. Numerically significant subgroups include ethnic subgroups, socioeconomically disadvantaged students, English learners, students with disabilities, foster youth, and homeless students, when the subgroup consists of at least 30 students with a valid test score or 15 foster youth or homeless students (Education Code 52052).

The Superintendent shall provide regular reports to the Board and the public regarding district and school performance. Opportunities for feedback from students, parents/guardians, staff, and community members shall be made available as part of any review and evaluation of district programs and operations and as part of the development or annual update of the LCAP.

Evaluation results may be used as a basis for revising district or school goals, updating the LCAP or other comprehensive plans, identifying and developing strategies to address disparities in achievement among student subgroups, implementing programmatic changes, determining the need for additional support and assistance, awarding incentives or rewards, and establishing other performance-based consequences.

Dashboard Alternative School Status (DASS)

Pursuant to Education Code 52052, alternative schools serving high-risk student populations shall be subject to an alternative accountability system. Commencing in the fall of 2018, alternative accountability indicators shall be incorporated into the Dashboard Alternative School Status (DASS) program which replaces the previously administered Alternative Schools Accountability Model (ASAM) and holds alternative schools and alternative schools of choice accountable for modified methods of measurement for accountability indicators, when appropriate (<https://www.cde.ca.gov/ta/ac/dass.asp>). The district's alternative schools serving high-risk student populations, including continuation high schools, opportunity schools, community day schools, and nonpublic, nonsectarian schools pursuant to Education Code 56366, shall be subject to an alternative accountability system established by the Superintendent of Public Instruction (Education Code 52052, 56366). In addition, schools approved through the former Alternative Schools Accountability Model process between July 1, 2016 and June 30, 2017 shall be considered active DASS schools. Other schools serving high-risk students may apply to establish eligibility for DASS.

Legal References: Education Codes: 52050 - 52050.5, 52052, 56366 Code of Federal Regulations. Title 34: 200.12-200.22 United State Codes, Title 20: 6311 Public Law 114-95, Every Student Succeeds Act  
 Websites: California School Dashboard:  
<http://www.caschooldashboard.org>  
 CDE: California Accountability Model & School Dashboard:  
<https://www.cde.ca.gov/ta/ac/cm/index.asp>  
 CDE: Dashboard Alternative School Status (DASS)  
<https://www.cde.ca.gov/ta/ac/dass.asp>  
 CDE: Public Schools Accountability Act (PSAA):  
<https://www.cde.ca.gov/ta/ac/pa/>  
 CDE: Press Release  
<https://www.cde.ca.gov/nr/ne/yr18/yr18rel48.asp>

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