



Dashboard Analysis and the LCAP Summary

Identify what's working by discussing the following prompts:

1. Review performance on the Dashboard for the state indicators, for all students and student groups. What were the strongest (blue/green) areas?
2. Review performance on the local indicators on the California School Dashboard. What were the strongest areas?
3. Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
4. Which schools and student groups are contributing to district progress toward LCAP goals?
5. Were there any indicators or groups whose blue/green performance was a surprise? Why do you think that happened? Can that success be replicated elsewhere?
6. Are the actions/services in the LCAP the reason we are getting results? How do we know?
 - Are they working for all student groups and grade levels? Are they closing achievement gaps? If not, why?
 - Do they need to be continued or revised?
 - For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
 - How are we currently monitoring the effectiveness of these actions/services? Do we need new methods for monitoring effectiveness of the actions/services?

GREATEST PROGRESS

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| What progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? | |
| What increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students? | |

Identify opportunities for improvement by discussing the following prompts:

1. Review performance on the Dashboard for the state indicators, for all students and student groups. What areas were in the “Red” or “Orange” performance category?
 - Are there any groups or schools where this is not red or orange – what is the difference there?
2. Review performance on the local indicators on the California School Dashboard where the LEA received a “Not Met” or “Not Met for Two or More Years” rating for a local performance indicator.
3. Review local self-assessment tools and stakeholder input. How do they relate to conclusions drawn above?
4. Review the actions and services in the LCAP that relate to red/orange indicators.
 - How long have these actions/services been in place in the district?
 - Were they effective at one time? If yes, why are they no longer effective?
 - Are they effective with some student groups and not others? If so, why?
 - For actions/services that serve specific students, how are we identifying these students? Are we identifying the right students? How do we know?
 - If there is not evidence that the action/service is effective do we need to revise or eliminate it?
5. What ideas do we have for new evidence based actions/services that could improve our performance?
 - How will we ensure our revised and/or new actions/services are equitable?
 - How will we monitor the effectiveness of the new actions/service?

GREATEST NEEDS

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| List the areas of need. | |
| What will the LEA do to address these areas of need? | |

Identify Performance Gaps

1. Using the California State Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance.
 - What actions and services were in the district LCAP to address the needs of these groups, and how were they implemented?
 - Is there a pattern of which students groups exhibit performance gaps? Could there be a relationship between the different gap areas?
2. What new evidence based practices is/will the LEA use to make changes? What steps is the LEA planning to take to address these performance gaps?
 - Are there any interim measures that show improvement in any of the gap areas?

PERFORMANCE GAPS

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| List all the areas where there are performance gaps, and which student groups are identified | |
| Explain actions included in the LCAP to address those gaps. | |