



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 11.3

Meeting Date: February 16, 2017

Subject: Overview of the New State Accountability System: the California School Dashboard

- Information Item Only
- Approval on Consent Agenda
- Conference (for discussion only)
- Conference/First Reading (Action Anticipated:)
- Conference/Action
- Action
- Public Hearing

Division: Innovation and Technology

Recommendation: Receive information about the state's new accountability system, formerly titled the LCFF Evaluation Rubrics.

Background/Rationale: Education Code §52064.5 requires the adoption of evaluation rubrics. The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060.

Financial Considerations: None

LCAP Goals: College, Career and Life Ready Graduates; Safe, Clean and Emotionally Healthy Students; Family and Community Empowerment; Operational Excellence

Documents Attached:

1. Executive Summary
2. Sample Dashboard
3. Metrics and Reporting

Estimated Time of Presentation: 10 minutes

Submitted by: Elliot Lopez, Chief Information Officer
Cathy Morrison, LCAP/SPSA Coordinator
Sara Pietrowski, Student Outcomes Coordinator

Approved by: José Banda, Superintendent

Board of Education Executive Summary

Innovation and Technology

Overview of the New State Accountability System: the California School

Dashboard

February 16, 2017



I. OVERVIEW / HISTORY

A key principle of the Local Control Funding Formula (LCFF) is the design of a new system for district and school accountability to replace the single-measure Academic Performance Indicator (API), which was suspended in 2013. The new accountability system includes multiple measures, and addresses each of the eight state priorities outlined in the Local Control and Accountability Plan (LCAP). The measures, titled LCFF Evaluation Rubrics, originally were slated for adoption by the State Board of Education (SBE) by October 1, 2016.

In order to ensure that California's new accountability system would meet the requirements of the Federal Every Student Succeeds Act (ESSA), the State Board of Education delayed the launch of the LCFF Evaluation Rubrics while they were further refined with education experts and stakeholder groups.

The multiple-measure state accountability system is being launched in phases. Selected elements will be publicly revealed in March 2017, under the name the California School Dashboard.

II. DRIVING GOVERNANCE

According to Education Code §52060, on or before July 1, annually, the Governing Board of each school district shall adopt a Local Control and Accountability Plan using a template adopted by the State Board of Education (SBE), effective for three years with annual updates. It will include the district's annual goals for all students and for each subgroup in regard to the eight state priorities and any local priorities, as well as the plans for implementing actions to achieve those goals.

Statute (Education Code §52064.5) requires the adoption of evaluation rubrics for the following purposes:

- a. To assist a school district in evaluating its strengths, weaknesses, and areas that require improvement;
- b. To assist a county superintendent of schools in identifying school districts in need of technical assistance, and which intervention is warranted.

The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual school site performance, and expectations for improvement in regard to each of the state priorities described in §52060.

Board of Education Executive Summary

Innovation and Technology

Overview of the New State Accountability System: the California School Dashboard
February 16, 2017



III. BUDGET

The implementation of the California School Dashboard presents no impact to the district budget.

IV. GOALS, OBJECTIVES, AND MEASURES

The California School Dashboard, with its public introduction in early March, 2017, is the first time since 2013 that external stakeholders will have a tool for understanding student progress and achievement in the context of the state’s priorities. Every Local Education Agency and every school in California will be represented on the Dashboard.

The State’s goals for the Accountability System are to:

- Provide transparency of decision making processes in support of student achievement and outcomes.
- Focus district and school leaders on significant areas for improvement and raise the sense of urgency to do so.
- Report well-timed, accessible and actionable data for use by educators, parents, community members and policymakers.
- Drive continuous improvement and allow the state to differentiate the performance of districts and schools in need of support and technical assistance.
- Strengthen confidence in the educational system and return on investment.

The following measures are included in the Accountability System:

State Indicators Spring 2017	Local Indicators Spring 2017
<ul style="list-style-type: none">• Graduation Rate• Suspension Rate• English Learner progress indicator• Student Achievement (ELA/Math)	<ul style="list-style-type: none">• Basic Services• Implementation of State Standards• Parent Engagement• School Climate
State Indicators Fall 2017	
College-Career Indicator, Chronic Absenteeism	

The attachments following this Executive Summary include a **working draft** of the Dashboard, and a document illustrating the alignment of the state priorities, Dashboard measures, and LCAP-required metrics.

Board of Education Executive Summary

Innovation and Technology

Overview of the New State Accountability System: the California School Dashboard
February 16, 2017



V. MAJOR INITIATIVES

The template for the Local Control and Accountability Plan (LCAP) has been revised to require districts to cite the nexus between the California School Dashboard and the information it provides districts about strengths, needs and performance gaps. The Dashboard builds on the foundations of LCFF, state priorities and implementation of new student academic standards and assessments. Use of the information provided by the Dashboard will increase district and school capacity and drive continuous improvement.

The continuous improvement process as outlined by the state includes a defined cycle of inquiry, tied to processes of authentic stakeholder engagement; expanding levels of engagement to all. As the community better understands performance of our schools and the district overall through the data provided on the California School Dashboard, they can hold schools and districts accountable for setting the right goals, using resources equitably and wisely, and supporting improvement in educational outcomes for all students.

VI. RESULTS

Staff has been advised that the review of LCAPs across the state will include ensuring that the actions in the LCAP are correlated to areas of need and performance gaps highlighted in the Dashboard. Through active and systematic use of the California School Dashboard and LCAP planning techniques, we expect that our district will become an active learning organization that improves student outcomes.

VII. LESSONS LEARNED / NEXT STEPS

- An embargo period for data included in the California School Dashboard is in effect until February 22, 2017.
- Staff will conduct internal review of data and prepare talking points/tool kits for administration and principals between receipt of data and public release.
- District leadership will use the Dashboard to understand areas of strength, need, and performance gaps to help inform the development of the LCAP and Single Plan for Student Achievement at school sites.
- Stakeholder engagement, both to inform and consult, with members of the community will provide feedback to shape the district's LCAP development.
- Through a new state agency, the California Collaborative for Educational Excellence (CCEE), support and levels of technical assistance will be provided as needed, anticipated to begin no sooner than the 2018-19 school year.

Equity Report

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 ▼
[Equity Report](#)
[Status and Change Report](#)
[Detailed Reports](#)
[Student Group Report](#)

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.

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

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate (K-12)		11	3
English Learner Progress (K-12)		1	0
Graduation Rate (9-12)		8	7
College & Career	N/A	N/A	N/A
English Language Arts (K-8)		5	1
Mathematics (K-8)		5	4

Local Indicators

Ratings

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.

Metrics & Reporting

State Priority	Metrics reported in LCAP	Reported in California School Dashboard		Report in LCAP only
		State Indicator (prepopulated)	Local Indicator (self-reported)	
1 Basics	<ul style="list-style-type: none"> Teachers appropriately assigned and fully credentialed Access to standards-aligned instructional materials Facilities are maintained 		Basics	
2 State Standards	<ul style="list-style-type: none"> Implementation of SBE-adopted standards Programs/services that enable English Learners to access the CA Standards and ELD Standards 		Implementation of State Standards	
3 Parent Involvement	<ul style="list-style-type: none"> Efforts by district to seek parent input in decision making Promotion of parental participation in programs for unduplicated pupils Promotion of parental participation in programs for individuals with exceptional needs 		Parent Engagement	
4 Pupil Achievement	<ul style="list-style-type: none"> Standardized assessments (CAASPP) (SBAC Grades 3-8) 	Academic Indicator		
	<ul style="list-style-type: none"> AP (not applicable) 			
	<ul style="list-style-type: none"> A-G completion Percentage of pupils passing AP exam (3+) Percentage of pupils participating in and demonstrating college preparedness on statewide assessment (SBAC grade 11) 	College/Career Indicator		
	<ul style="list-style-type: none"> EL Progress (CELDT) EL reclassification rate 	English Learner Progress Indicator		
5 Pupil Engagement	<ul style="list-style-type: none"> School attendance rate 			X
	<ul style="list-style-type: none"> Chronic absenteeism rate 	Chronic Absence Indicator		
	<ul style="list-style-type: none"> Middle school dropout rate 			X
	<ul style="list-style-type: none"> High school dropout rate 			X
	<ul style="list-style-type: none"> High school graduation rate 	Graduation Rate Indicator		
6 School Climate	<ul style="list-style-type: none"> Pupil suspension rate 	Suspension Rate Indicator		
	<ul style="list-style-type: none"> Pupil expulsion rate 			X
	<ul style="list-style-type: none"> Other local measures, including safety and school connectedness surveys of students, parents, and teachers 		Local Climate	
7 Course Access	<ul style="list-style-type: none"> A broad course of study Programs/services developed and provided to unduplicated students Programs/services developed and provided to individuals with exceptional needs 	College/Career Indicator (HS only)		K-8
8 Other Pupil Outcomes	<ul style="list-style-type: none"> Pupil outcomes 	College/Career Indicator (HS only)		K-8
9 Expelled Youth	<ul style="list-style-type: none"> Coordination of instruction for expelled youth (COEs only) 		Expelled Youth	
10 Foster Youth	<ul style="list-style-type: none"> Coordination of services for foster youth (COEs only) 		Foster Youth	