

Approve 2019 California School Dashboard Local Indicators

Board Meeting
October 17, 2019
Agenda Item No. 10.1

Presented by:

Vincent Harris, Chief, Continuous Improvement and Accountability

Kelley Odipo, Ed.D, Interim Director, State and Federal

Ed Eldridge, Ed.D, Director, Strategy and Innovation

Sean Alexander, Supervisor, Family and Community Empowerment


Christine Baeta, Chief Academic Officer

Sacramento City Unified

Explore the performance of Sacramento City Unified under California's Accountability System.

[Generate PDF Report](#) 

[View All Schools](#)

[View Additional Reports](#) 

Previous Year; Current Release in Dec 2019 

2018 

**Basics: Teachers, Instructional
Materials, Facilities**

STANDARD MET

**Implementation of Academic
Standards**

STANDARD MET

**Parent and Family
Engagement**

STANDARD MET

Local Climate Survey

STANDARD MET

**Access to a Broad Course of
Study**

STANDARD MET

Priority 1: Basic Services

Metrics	Evidence
Students have access to standards-aligned instructional materials	100% of schools had sufficient instructional materials Source: Williams Site Visits, September 2019
Facilities meet the “Good Repair” standard	97% of schools met or exceeded the “Good Repair” standard Source: School Site Facility Inspection Tool (FIT) Inspections, Spring 2019
Teacher Credentials	Misassignments: 0 Teaching Outside Subject Area of Competence (with full credential): 14 Vacancies: 29 Source: February 2019 Published SARC

Priority 2: Standards Implementation

Metric	Evidence
<ul style="list-style-type: none">• Progress toward implementation of State Board of Education-adopted standards and curriculum frameworks	<ul style="list-style-type: none">• Received 49 administrator responses to the California Department of Education survey tool in Summer 2019 (vs. 53 in 2018)• Results of survey on implementation of state standards

Priority 2: Standards Implementation

State Standards Survey Results

Survey used a Likert Rating Scale from 1 (Exploration and Research Phase) to 5 (Full Implementation and Sustainability)
Report includes percent of responses at the level of 4 (Full Implementation) and 5 (Full Implementation and Sustainability).

Survey Responses	2017-18 (Admin Summer 2018-19)	2018-19 (Admin Summer 2019-20)	Change
Progress in providing professional learning in ELA, ELD, Mathematics, NGSS, Social Science	29%	25%	-4
Progress in providing instructional materials aligned to recently adopted academic standards (ELA, Mathematics, ELD, NGSS, Social Science)	27%	40%	+13
Progress in implementing policies or programs to support sites in identifying areas to improve	19%	18%	-1
Implementation of the following academic standards: CTE, PE, Health, VAPA, World Languages	26%	26%	0
Supporting the professional learning needs of teachers and administrators	22%	9%	-13

CDE Self-Reflection Tool and Engagement Tool Survey

Building Relationships between School Staff and Families

Survey results indicate a need for increased Parent Empowerment Professional Development targeted at school site and district staff. While current access to provide PD is limited, this growth opportunity is in keeping with both the State and National Parent Empowerment Dual Capacity Framework.

CURRENT PRACTICE	GROWTH OPPORTUNITY EXAMPLES
<ul style="list-style-type: none">• 1:1 and small group training for site parent engagement staff (i.e. Parent Advisor)• Parent-Teacher Home Visits• Academic Parent Teacher Teams• Staff training on Cultural Competency• Cross department collaboration to support parent engagement	<ul style="list-style-type: none">• Focus Group principals; site staff and parents to determine specific site needs and effective strategies for engagement• With parent input and participation, design and deliver parent engagement training for SCUSD staff

Building Partnerships for Student Outcomes

While 2,770 parents /community members attended trainings provided by the SCUSD Family and Community Empowerment Department over the course of the 2018-19 school year, survey results indicate a need to improve communication about available engagement opportunities and supports.

CURRENT PRACTICE	GROWTH OPPORTUNITY EXAMPLES
<ul style="list-style-type: none"> • Parent Leadership Pathway Workshop Series at sites • College Pathway workshops • Parent Information Exchange (PIE) monthly luncheons • Development of Parent Resource Centers at sites • Parent Teacher Home Visits • Translation services and childcare at all parent/community meetings and trainings • Cross-department collaboration to provide all training and informational materials in understandable and accessible language for families • Collaboration with community based partners to provide services supporting student/family growth and success 	<ul style="list-style-type: none"> • Develop new language friendly parent engagement survey tool to encourage more participation • Develop Parent Ambassador Program (parent to parent outreach) • Ensure that specific parent engagement programs/activities are included in sites' parent engagement policies • Ensure that sites are spending at least 1% of Title 1 funds for parent empowerment • Coordinate parent engagement activities across program • Assess the effectiveness of school, family and community partnerships at each site

Priority 6: School Climate

Metric	Evidence
<ul style="list-style-type: none">• LEA administers a local climate survey that provides a valid measure of student perceptions of connectedness and school safety	<ul style="list-style-type: none">• Survey of students administered in Spring 2019• Over 15,000 students in grades 3-12 completed the survey

School Climate Survey: Ethnicity & Race

Ethnicity/Race	# of Students Responding: 2019	Average % Positive Responses to Connectedness : 2019	Percentage Point Change: 2018 to 2019	Average % Positive Responses to Safety : 2019	Percentage Point Change: 2018 to 2019
American Indian or Alaska Native	52	69.6%	+2.9	63.5%	+3.9
Asian	3,558	63.6%	-0.7	62.8%	+0.8
Black or African American	1,980	62.6%	-0.2	59.4%	+0.7
Hispanic	5,825	65.4%	0.0	63.8%	+0.9
Native Hawaiian or Other Pacific Islander	334	62.2%	-2.9	61.3%	-1.7
Two or More Races	1,033	69.1%	-1.3	66.5%	+0.8
White	2,420	71.9%	+0.1	68.2%	+1.1
Not Reported	3	-	-	-	-
Grand Total	15,205	65.8%	-0.3	63.8%	+0.9

School Climate Survey: Asian Subgroup Specific

Asian Origin

Specific Asian Race	# of Students Responding to Survey: 2019	Average % Positive Responses to Connectedness: 2019	Percentage Point Change: 2018 to 2019	Average % Positive Responses to Safety: 2019	Percentage Point Change: 2018 to 2019
Asian Indian	121	71.9%	-1.3	71.4%	+1.1
Cambodian	59	58.6%	-7.7	53.9%	-5.6
Chinese	969	66.5%	-0.4	66.1%	-0.5
Filipino	251	67.0%	-3.4	65.5%	+1.9
Hmong	1,130	58.6%	-1.8	57.9%	+0.3
Japanese	61	67.5%	-14.2	68.9%	-0.5
Korean	24	69.2%	-1.6	75.8%	+8.1
Laotian	86	60.9%	-2.0	58.1%	-0.5
Other Asian	564	64.6%	+0.9	62.4%	-0.4
Vietnamese	293	65.0%	+1.8	66.9%	+5.9
Total Asian Race	3,558	63.6%	-0.7	62.8%	+0.8

School Climate Survey: Student Programs

Student Programs	# of Students Responding to Survey: 2019	Average % Positive Responses to Connectedness : 2019	Percentage Point Change: 2018 to 2019	Average % Positive Responses to Safety : 2019	Percentage Point Change: 2018 to 2019
English Learner	2,326	59.4%	+0.5	55.6%	+0.5
Socioeconomically Disadvantaged	10,931	63.9%	-0.4	61.7%	+0.5
Special Education	1,765	62.8%	+0.2	57.4%	+1.9
Homeless	55	69.8%	+2.7	66.9%	+8.1
Foster Youth	40	66.0%	+2.4	55.0%	-6.0

Priority 7: Course Access

Measure	Evidence
<ul style="list-style-type: none">• The extent to which students have access to, and are enrolled in, a broad course of study.	<ul style="list-style-type: none">• Career and Technical Education (CTE) by student group• Advanced Placement (AP) Enrollment by student group• A-G On Track Status

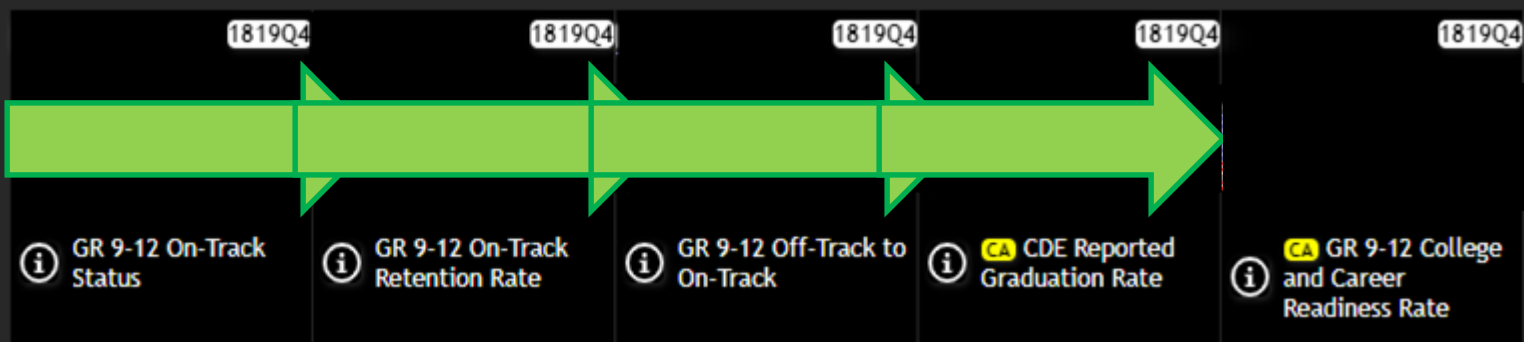
2018-19 Course Access Enrollment/Academic

Student Group	CTE			AP			A-G On-Track Status		
	N	%	Change in Perc. Points	N	%	Change in Perc. Points	N	%	Change in Perc. Points
All	2462	N/A		2146			6011	N/A	
Low Income	1575	64%	-6	1138	53%	+1	3661	61%	0
English Learners	327	13%	0	91	4%	+1	443	7%	-1
Students w/Disabilities	279	11%	+1	28	1%	0	260	4%	0
Foster Youth	10	<1%		0	0%		9	-	
Homeless	8	<1%		0	0%		8	-	
African American	374	15%	-2	160	7%	0	642	11%	+1
Hispanic/Latino	988	40%	-4	649	30%	0	1982	33%	-1

Source: Enrollment as of May 15, 2019, from SCUSD internal systems. CTE Enrollment from 2018-19 CALPADS 3.15 and 3.18 reports. AP Enrollment from 2018-19 CALPADS 3.3 report, based on courses categorized as AP. A-G status from U.C. Merced A-G data extract at the end of May. Program participation 13 from 2018-19 CALPADS 1.18 and 8.1 reports for October 2018 Census Day.

2018-19 Priority Elements - High School

H
Graduation (HS)



PREPARED

- Smarter Balanced Summative Assessments:** Score of Level 3 "Standard Met" or higher on both English language arts/literacy (ELA) and mathematics
- Advanced Placement (AP) Exams:** Score of 3 or higher on two AP exams
- International Baccalaureate (IB) Exams:** Score of 4 or higher on two IB exams
- College Credit Courses:** Two semesters or three quarters of college coursework with a grade of C- or better in academic/CTE subjects where college credit is awarded
- State Seal of Biliteracy (SSB):** SSB awarded and score of Level 3 or higher in ELA on the Smarter Balanced Summative Assessments
- Leadership/Military Science:** Two years of Leadership/Military Science, score of Level 3 or higher in ELA or math, and Level 2 "Standard Nearly Met" or higher in other subject area
- University of California (UC) and California State University (CSU) a-g requirements:** Complete a-g course requirements with a grade of C- or better plus one of the Additional Criteria from the box below
- Career Technical Education (CTE) Pathway:** Pathway completion with a grade of C- or better in the capstone course plus one of the Additional Criteria from the box below

Additional Criteria

- Smarter Balanced Summative Assessment Scores:
 - Level 3 or higher on ELA and at least a Level 2 in mathematics, or
 - Level 3 or higher on mathematics and at least a Level 2 in ELA
- One semester/two quarters of College Credit Courses with a grade of C- or better in academic/CTE subjects
- Score of 3 on one AP exam or score of 4 on one IB Exam (for a-g requirement only)
- Completion of CTE Pathway (for a-g requirement only)

Strategic Milestones

- **Board adoption of local indicators**
October 17, 2019
 - District submission of local indicators to CA School Dashboard
November 1, 2019
- Public Release of CA School Dashboard
estimated December, 2019
- Selected data updates in Spring 2020
*2019-20 School Climate Survey
(with Safety & Security items)*

End of Presentation