



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Item# 10.1

Meeting Date: October 17, 2019

Subject: Approve California School Dashboard Local Indicators Update

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

Division: Continuous Improvement and Accountability Office

Recommendation: Adopt the District's self-assessment and rating for the California School Dashboard Local Indicators.

Background/Rationale: The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state's priorities. The Dashboard consists of both State and Local Indicators. The district has completed the self-assessment measures on the state's Local Indicators to be included in the Fall 2019 release of the California School Dashboard. Per the California Department of Education, the information must be reported to the governing board in a public session prior to posting the results online.

Financial Considerations: None

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

Documents Attached:

1. Executive Summary
2. Local Indicators Quick Guide

<p>Estimated Time of Presentation: 20 minutes Submitted by: Vincent Harris, Chief Continuous Improvement and Accountability Officer Steven Fong, LCAP/SPSA Coordinator Approved by: Jorge A. Aguilar, Superintendent</p>

I. Overview/History of Department or Program

In July 2013, the state Legislature approved a new funding system for all California public schools. This new funding system, Local Control Funding Formula (LCFF), requires that every Local Education Agency develop a Local Control and Accountability Plan (LCAP). The 2019-20 school year represents the seventh year of LCFF implementation.

California's new accountability system under LCFF includes multiple measures, and addresses each of the eight state priorities outlined in the LCAP. The multiple-measure state accountability system was officially released as the California School Dashboard (Dashboard) in December 2017, and is updated annually. The Dashboard reports on both State and Local Indicators of the state's priorities. Each year Local Educational Agencies (LEAs) are required to measure progress based on locally available information, present the results to the governing board, and submit the information using the self-reflection tools on the Dashboard.

II. Driving Governance:

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 (now referred to as Dashboard) 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. The state's design included a concise set of state indicators, and a methodology for establishing local performance indicators. State indicators are those for which the state already collects data; local indicators are those for which LEAs self-assess and self-report. For these local indicators, the emphasis on local collection and reporting is expected to enhance local decision-making for the relevant Local Control Funding Formula (LCFF) priority.

For each of the LCFF priorities, there is a standard; evidence required to demonstrate progress in meeting the standard; and criteria for assessing progress based on the evidence.

It is important to note that the Local Indicator requirements are minimal in that only completing the data generates a "met" response. District staff and the LCAP PAC recognize that this threshold is not sufficient to drive change and so there is a greater effort to use this data to inform practices going forward particularly in terms of school climate and family engagement. For example, the SEL team uses this data with school sites as part of their needs assessment process. This process is a key component of the district's Continuous Cycle of



Improvement and helps sites in forming school climate/culture goals.

III. Budget:

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

IV. Goals, Objectives and Measures:

The Equity, Access, and Social Justice Guiding Principle states, “all students are given an equal opportunity to graduate with the greatest number of postsecondary choices from the widest array of options”. This guiding principle demands that data be used to transparently assess students by name, by need, and by inequities, and it serves as the moral call to action to build on the district’s foundation while striving for continuous improvement.

The California School Dashboard represents a common tool that stakeholders may use to understand student progress and achievement in the context of the state’s priorities. Every LEA and all public schools in California are represented by a Dashboard.

The following measures are included in the Dashboard:

State Indicators	Local Indicators
<ul style="list-style-type: none"> ● Graduation Rate ● Suspension Rate ● English Learner Progress Indicator ● Student Achievement (ELA/Math) ● College-Career Indicator ● Chronic Absenteeism 	<ul style="list-style-type: none"> ● Basic Services ● Implementation of State Standards ● Parent Involvement ● School Climate ● Course Access

The State Indicators are reported through established channels such as the California Longitudinal Pupil Achievement Data System (CALPADS). The state does not collect data for Local Indicators.

Local Indicators only appear on the district level Dashboard. School Dashboards do not include Local Indicators, except for the district’s dependent (locally-funded) charter schools. All charter schools in the state are regarded as a Local Educational Agency.

Unlike the State Indicators, which provide a color-based performance rating based on status and change, the rating system for Local Indicators consists of these three terms: “Met,” “Not Met,” or “Not Met for Two Years.” To receive the rating of “Met,” an LEA must do the following:



- Measure progress based on locally available information;
- Use the self-assessment tools provided by the State Board of Education;
- Report the results to the governing board and stakeholders at a regularly-scheduled meeting

To determine the rating for each Local Indicator, the district used the following methodology:

LCFF Priority 1: Basic

The district used the California Department of Education Facilities Inspection Tool (FIT) to collect data during a spring 2019 internal audit to assess the condition of school facilities. “Good Repair” on the CDE FIT means that the facility is maintained in a manner that assures that it is clean, safe, and functional. Teacher misassignment and vacancy data is from the district’s 2018-19 *Williams* Review Annual Report. Teacher misassignments are defined as placements of a certificated employee in a teaching or services position for which the employee does not hold a legally recognized certificate or credential or that the employee is not otherwise authorized by the state to hold. Teacher vacancies are defined as positions to which a single-designated certificated employee has not been assigned at the beginning of the year for an entire year or, if the position is a one-semester course, for an entire semester. The sufficiency of instructional materials was affirmed through September 2019 site visits. “Sufficiency of instructional materials” means that each student has standards-aligned textbooks or instructional materials, or both to use in class and take home. Two sets of textbooks or instructional materials for each student are not required.

LCFF Priority 2: Implementation of State Academic Standards

The district used the California Department of Education’s Self-Reflection Tool to survey district administrators in summer of 2019 on progress in areas of professional learning, instructional materials, and policies and programs that support improvement.

LCFF Priority 3: Parent Engagement

The district used the California Department of Education’s Self-Reflection Tool to reflect on progress, successes, needs, and areas of growth in family engagement policies, programs, and practices. This new tool was approved by the State Board of Education in March 2019. The district utilized the tool for the first time tool in the form of a survey in fall 2019. CDE has recently issued guidance that outlines greater flexibility for districts to complete the self-reflection process. Going forward the district will utilize multiple measures of family engagement and involvement to complete the self-reflection tool.

LCFF Priority 6: School Climate

The district administered a school climate survey in spring 2019 to students in grade 3 through 12, including required measures of student perception of Safety and Connectedness. Overall



and disaggregated results for both Connectedness and Safety did not demonstrate significant growth over 2018 levels relative to the district’s goal of 90% positive responses in each area for all students and all student groups. Existing school safety and climate initiatives should be continued and additional data reviewed to determine where expanded efforts are needed.

LCFF Priority 7: Access to a Broad Course of Study

The district chose to report student enrollment in Career Technical Education pathways, A-G on-track status, and Advanced Placement enrollment to determine a baseline for access to a broad course of study including programs and services provided to unduplicated students and individuals with exceptional needs. Data for CTE and AP enrollment are from March 2019 CALPADS reporting. Data for A-G on-track status was obtained from SCUSD-UC Merced internal systems at the end of May 2019.

The self-assessment tool guidance from the California Department of Education may be found here: <https://www.cde.ca.gov/ta/ac/cm/localindicators.asp>.

V. Major Initiatives:

The LCAP template requires 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 LCAP provides details and resource allocation for the work of the school district as it actualizes the Equity, Access, and Social Justice guiding principle core value, and the actions of the Strategic Plan. The district is continuing efforts to increase coherence throughout the system between the budget, School Plan for Student Achievement, and LCAP processes.

VI. Results:

Based on the criteria stipulated by the State Board of Education, the results for the Local Indicator ratings are below. The district affirms that it has followed the steps required to provide the ratings below to the Dashboard.

Fall 2019 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parental Involvement	Met
Priority 6: School Climate	Met
Priority 7: Course Access	Met



As the LCAP is developed, the district will ensure that the actions in the LCAP are correlated to areas of need and performance gaps highlighted in the Dashboard as well as other measures. Through consistent use of the California School Dashboard and the Performance and Targeted Action Index, we expect that our district will continue growing as a learning organization that improves student outcomes.

VII. Lessons Learned/Next Steps:

- After the Board meeting, staff will self-report to the online Dashboard tool prior to the California Department of Education's November 1, 2019 deadline.
- District leadership will use the state indicators and local indicators contained in the Dashboard to understand areas of strength, need, and performance gaps to help inform the development of the LCAP and School Plan for Student Achievement at school sites.
- Beginning in spring 2020, Local Indicator data will be presented to the board in parallel with the LCAP for the following year.

Local Performance Indicator Quick Guide

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require a LEA to:

- Annually measure progress on the local performance indicator based on locally available data.
- Report results at a regularly scheduled public meeting of the local governing board.
- Report results to the public through the Dashboard.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the *Williams* settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to stakeholders and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

The LEA annually measures its progress in: (1) seeking input from parents in decision making and (2) promoting parental participation in programs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to stakeholders and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California *Education Code (EC)* for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports

the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California *EC* Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to stakeholders and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to stakeholders and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to stakeholders and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the *optional* reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)

In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) – Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics – Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

2. Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

3. Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the

recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
ELD (Aligned to ELA Standards)	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Mathematics – Common Core State Standards for Mathematics	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Next Generation Science Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
History-Social Science	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Other Adopted Academic Standards

4. Rate the LEA’s progress implementing each of the following academic standards adopted by the state board for all students.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Health Education Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Physical Education Model Content Standards	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Visual and Performing Arts	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
World Language	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Support for Teachers and Administrators

5. Rate the LEA’s success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Activities	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Identifying the professional learning needs of individual teachers	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
Providing support for teachers on the standards they have not yet mastered	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Optional Narrative (Limited to 1,500 characters)

- 6. Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parent and Family Engagement (LCFF Priority 3)

This self-reflection tool is organized into three sections. Each section includes promising practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-making

LEAs use this self-reflection tool to reflect on its progress, successes, needs and areas of growth in family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified.

The results of the process should be used to inform the LCAP and the development process, to assess prior year goals, actions and services as well as to plan or modify future goals, actions, and services in the LCAP.

For each statement in the table below:

1. Identify the diverse stakeholders that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
2. Engage stakeholders in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.
3. Based on the analysis of data, identify the number which best indicates the LEA's current stage of implementation for each practice using the following rating scale (lowest to highest):
 - 1 – Exploration and Research Phase
 - 2 – Beginning Development
 - 3 – Initial Implementation
 - 4 – Full Implementation
 - 5 – Full Implementation and Sustainability

4. Write a brief response to the prompts following each of the three sections.
5. Use the information from the self-reflection process to inform the LCAP and the LCAP development process, as well as the development of other school and district plans.

Building Relationships

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA’s progress in developing the capacity of staff (i.e. administrators, teachers, and classified staff) to build trusting and respectful relationships with families.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Rate the LEA’s progress in creating welcoming environments for all families in the community.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
3. Rate the LEA’s progress in supporting staff to learn about each family’s strengths, cultures, languages, and goals for their children.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Rate the LEA’s progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Building Partnerships for Student Outcomes

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA’s progress in providing professional learning and support to teachers and principals to improve a school’s capacity to partner with families.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Rate the LEA’s progress in providing families with information and resources to support student learning and development in the home.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
7. Rate the LEA’s progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
8. Rate the LEA’s progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA’s current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

Seeking Input for Decision Making

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA’s progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
10. Rate the LEA’s progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
11. Rate the LEA’s progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Seeking Input	1	2	3	4	5
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Dashboard Narrative Box (Limited to 3,000 characters)

Briefly describe the LEA's current strengths and progress in this area, and identify a focus area for improvement, including how the LEA will improve the engagement of underrepresented families.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.
2. **MEANING:** What do the disaggregated results (*if applicable*) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?
3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)
2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)
3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)
4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

Coordination of Services for Expelled Students – COE Only (LCFF Priority 9)

Assess the degree of implementation of the progress in coordinating instruction for expelled students in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Instruction	1	2	3	4	5
1. Assessing status of triennial plan for providing educational services to all expelled students in the county, including:	[No response required]	[No response required]	[No response required]	[No response required]	[No response required]
a. Review of required outcome data.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
b. Identifying existing educational alternatives for expelled pupils, gaps in educational services to expelled pupils, and strategies for filling those service gaps.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
c. Identifying alternative placements for pupils who are expelled and placed in district community day school programs, but who fail to meet the terms and conditions of their rehabilitation plan or who pose a danger to other district pupils.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
2. Coordinating on development and implementation of triennial plan with all LEAs within the county.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Instruction	1	2	3	4	5
<p>3. Establishing ongoing collaboration and policy development for transparent referral process for LEAs within the county to the county office of education or other program options, including dissemination to all LEAs within the county a menu of available continuum of services for expelled students.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>
<p>4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

Assess the degree of implementation of coordinated service program components for foster youth in your county.

Rating Scale (lowest to highest): 1 – Exploration and Research Phase; 2 – Beginning Development; 3 – Initial Implementation; 4 – Full Implementation; 5 – Full Implementation and Sustainability

Coordinating Services	1	2	3	4	5
<p>1. Establishing ongoing collaboration and supporting policy development, including establishing formalized information sharing agreements with child welfare, probation, Local Education Agency (LEAs), the courts, and other organizations to support determining the proper educational placement of foster youth (e.g., school of origin versus current residence, comprehensive versus alternative school, and regular versus special education).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
<p>2. Building capacity with LEA, probation, child welfare, and other organizations for purposes of implementing school-based support infrastructure for foster youth intended to improve educational outcomes (e.g., provide regular professional development with the Foster Youth Liaisons to facilitate adequate transportation services for foster youth).</p>	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
3. Providing information and assistance to LEAs regarding the educational needs of foster youth in order to improve educational outcomes.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Providing direct educational services for foster youth in LEA or county-operated programs provided the school district has certified that specified services cannot be provided or funded using other sources, including, but not limited to, Local Control Funding Formula, federal, state or local funding.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
5. Establishing ongoing collaboration and supporting development of policies and procedures that facilitate expeditious transfer of records, transcripts, and other relevant educational information.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
6. Facilitating the coordination of post-secondary opportunities for youth by engaging with systems partners, including, but not limited to, child welfare transition planning and independent living services, community colleges or universities, career technical education, and workforce development providers.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

Coordinating Services	1	2	3	4	5
<p>7. Developing strategies to prioritize the needs of foster youth in the community, using community-wide assessments that consider age group, geographical area, and identification of highest needs students based on academic needs and placement type.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>
<p>8. Engaging in the process of reviewing plan deliverables and of collecting and analyzing LEA and COE level outcome data for purposes of evaluating effectiveness of support services for foster youth and whether the investment in services contributes to improved educational outcomes for foster youth.</p>	<p>[Enter 1, if applicable]</p>	<p>[Enter 2, if applicable]</p>	<p>[Enter 3, if applicable]</p>	<p>[Enter 4, if applicable]</p>	<p>[Enter 5, if applicable]</p>