



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item 10.4

Meeting Date: November 16, 2017

Subject: Local Control and Accountability Plan (LCAP) Update: California School Dashboard Local Indicators

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

Division: Superintendent's Office

Recommendation: Receive information about the districts' self-assessment rating to be provided to the Fall 2017 California School Dashboard.

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 2017 release of the California School Dashboard. Per the California Department of Education, the rating 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 Engagement; Operational Excellence

Documents Attached:

1. Executive Summary
2. Table of Metrics and Reporting
3. California Department of Education Self-Assessment Tools for Local Indicators

Estimated Time of Presentation: 15 minutes

Submitted by: Vincent Harris, Chief,
Continuous Improvement and Accountability

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary

Office of the Superintendent

LCAP Update: California School Dashboard Local Indicators

November 16, 2017



I. OVERVIEW / HISTORY

The State of California's new accountability system includes multiple measures, and addresses each of the eight state priorities outlined in the Local Control and Accountability Plan (LCAP). The multiple-measure state accountability system was launched as a field test in March, 2017 under the name California School Dashboard. The official release of the California School Dashboard (Dashboard) will be approximately December 1, 2017, and annually thereafter. The Spring 2017 field test included only state-derived indicators. Fall 2017 is the first opportunity for districts to include a self-assessment rating on four Local Indicators. Per the California Department of Education, the rating must be reported to the governing board in a public session prior to posting the results online.

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 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 Local Education Agencies (LEA) 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 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.

III. BUDGET

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

Board of Education Executive Summary

Office of the Superintendent

LCAP Update: California School Dashboard Local Indicators

November 16, 2017



IV. GOALS, OBJECTIVES, AND MEASURES

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 Local Education Agency and all public schools in California (except alternative schools) will be represented by a Dashboard this fall.

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	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

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

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

Board of Education Executive Summary

Office of the Superintendent

LCAP Update: California School Dashboard Local Indicators

November 16, 2017



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 data from the August 11, 2017 Sacramento County Office of Education Williams Review Annual Report for 2016-17 to affirm sufficiency of instructional materials, the condition of school facilities, and teacher misassignments and vacancies.

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 spring 2017 on progress in areas of professional learning, instructional materials, and policies and programs that support improvement.

LCFF Priority 3: Parent Engagement

The district chose to measure progress in Parent Engagement (defined as seeking input in decision-making and promoting participation in programs) by reporting on the local measures defined in the district’s LCAP for the 2016-17 school year.

LCFF Priority 6: School Climate

The district administered a school climate survey in spring 2017 to students in grade 3 through 12. The questions that measure perception of Safety and Connectedness are modeled after the California Healthy Kids survey.

V. MAJOR INITIATIVES

The template for the Local Control and Accountability Plan (LCAP) 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.

Board of Education Executive Summary

Office of the Superintendent

LCAP Update: California School Dashboard Local Indicators

November 16, 2017



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.

VI. RESULTS

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

Fall 2017 Dashboard Rating	
Priority 1: Basic Services	Met
Priority 2: Implementation of State Standards	Met
Priority 3: Parental Involvement	Met
Priority 6: School Climate	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 active and systematic use of the California School Dashboard and the Performance and Targeted Action Index, we expect that our district will become an active 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 December public release.
- 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 Single Plan for Student Achievement at school sites.
- Detailed results for the Local Indicators will be published on the district website and shared with parents, teachers, students, staff and community members.

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	

Appendix B

Self-Assessment Tools for Local Indicators

LCFF Priority 1: Basic (Availability of Textbooks, Adequate Facilities, and Correctly Assigned Teachers)

Information on Priority 1 is collected through the School Accountability Report Card (SARC). LEAs will use locally available information, including data reported through the SARC, to provide evidence of progress on Priority 1. The Dashboard was developed using the same Web-based user interface system that supports the CDE's SARC template. In the future, the SARC data will auto-populate into Dashboard *if all* schools in an LEA use the CDE SARC template, which will permit the school-level data to automatically aggregate to the LEA-level.

LCFF Priority 2: Implementation of State Academic Standards

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

Criteria: LEA would assess its performance on a (*Met, Not Met, Not Met for Two or More Years*) scale.

Evidence: LEA would use locally available information, including data currently reported through the SARC, and determine whether it reported the results to its local governing board and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

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

In the narrative box (provided in the Dashboard), identify the locally selected measures or tools that the LEA used to track its progress in implementing the state academic standards adopted by the SBE 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

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History–Social Science					

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

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History–Social Science					

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

	1	2	3	4	5
ELA – Common Core State Standards for ELA					
ELD (Aligned to ELA Standards)					
Mathematics – Common Core State Standards for Mathematics					
Next Generation Science Standards					
History–Social Science					

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

	1	2	3	4	5
Career Technical Education					
Health Education Content Standards					
Physical Education Model Content Standards					
Visual and Performing Arts					
World Language					

Support for Teachers and Administrators

5. **During the 2015–16 school year (including summer 2015), rate the LEA's success at engaging in the following activities with teachers and school administrators?**

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

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

Dashboard Optional Narrative Box

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

LCFF Priority 3: Parent Engagement

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

Criteria: LEA would assess its performance on a (*Met, Not Met, or Not Met for Two or More Years*) scale.

Evidence: LEA measures its progress using the self-reflection tool included in the Dashboard, and reports these results to its local governing board at a regularly scheduled meeting and through the local data selection option in the Dashboard.

Approach for Self-Reflection Tool to Use as Evidence

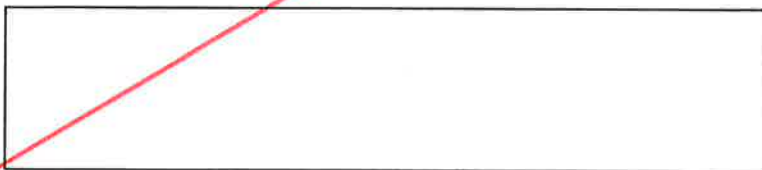
LEAs will provide a narrative summary of their progress toward (1) seeking input from parents/guardians in school and district decision making; and (2) promoting parental participation in programs.

The summary of progress must be based **either** on information collected through surveys of parents/guardians **or** other local measures. Under either option, the LEA briefly describes why it chose the selected measures, including whether the LEA expects that progress on the selected measure is related to goals it has established for other LCFF priorities in its LCAP.

OPTION 1: Survey

LEAs that administer a local survey to parents/guardians in at least one grade within each grade span served by the LEA (e.g., K–5, 6–8, 9–12), summarize:

- (1) The key findings from the survey related to seeking input from parents/guardians in school and district decision making;
- (2) The key findings from the survey related to promoting parental participation in programs; and
- (3) Why the LEA chose the selected survey and whether the findings relate to the goals established for other LCFF priorities in the LCAP.



OPTION 2: Local Measures

Summarize:

- (1) The LEA's progress on at least one measure related to seeking input from parents/guardians in school and district decision making;
- (2) The LEA's progress on at least one measure related to promoting parental participation in programs; and
- (3) Why the LEA chose the selected measures and whether the findings relate to the goals established for other LCFF priorities in the LCAP.

Examples of measures that LEAs could select are listed below.

A. Seeking Input in School/District Decision Making

1. Measure of teacher and administrator participation in professional development opportunities related to engaging parents/guardians in decision making.
2. Measure of participation by parents/guardians in trainings that also involve school/district staff to build capacity in working collaboratively.
3. Measure of parent/guardian participation in meetings of the local governing board and/or advisory committees.

B. Promoting Participation in Programs

1. Measure of whether school sites have access to interpretation and translation services to allow parents/guardians to participate fully in educational programs and individual meetings with school staff related to their child's education.
2. Measure of whether school sites provide trainings or workshops for parents/guardians that are linked to student learning and/or social-emotional development and growth.
3. Measure of whether school and district staff (teachers, administrators, support staff) have completed professional development on effective parent/guardian engagement in the last two school years.

--

LCFF Priority 6: School Climate

Standard: 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.

Evidence: LEA administers a survey as specified and reports the results to its local governing board and through the local data selection option in the Dashboard.

Local Data Reporting Requirement:

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). Specifically, 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 that is particularly relevant to school safety and connectedness.

[Insert LEA summary of school climate results.]