SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Agenda Item 9.1

Meeting Date: October 18, 2018

Subject: **California School Dashboard Local Indicator Update**

☒ 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 and Continuous Improvement and Accountability Office

Recommendation: Receive information on 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 2018 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. The Local Indicators data will be linked to the web page: http://www.scusd.edu/lcap. .

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

Estimated Time of Presentation: 10 minutes

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

Cathy Morrison, LCAP/SPSA Coordinator

Approved by: Jorge A. Aguilar, Superintendent

Board of Education Executive Summary
Superintendent's Office and
Continuous Improvement and Accountability Office
California School Dashboard Local Indicator Update
October 18, 2018

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 2018-19 school year represents the fifth 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 fall prior to the Dashboard release, Local Educational Agencies (LEAs) are required to self-assess and report a rating on the 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 (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.

III. Budget:
Funds provided through the state's Local Control Funding Formula represent approximately 73% of the district's total general fund budget expenditures. 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
- Graduation Rate - Suspension Rate - English Learner Progress Indicator - Student Achievement (ELA/Math) - College-Career Indicator - Chronic Absenteeism	- Basic Services - Implementation of State Standards - Parent Involvement - School Climate - Course Access (new – fall 2018)

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 data already collected in 2017-18 reported through the School Accountability Report Card 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 2018 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 2017-18 school year.

LCFF Priority 6: School Climate
The district administered a school climate survey in spring 2018 to students in grade 3 through 12, including required measures of valid student perception of Safety and Connectedness.

LCFF Priority 7: Access to a Broad Course of Study
The district chose to report student enrollment in Career Technical Education pathways, A-G course enrollment, 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.

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. To increase coherence throughout the system, the budget, School Plan for Student Achievement, and LCAP processes are increasingly aligned and integrated.

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.
VII.

Fall 2018 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 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 California Department of Education's November 16, 2018 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.
- Detailed results for the Local Indicators will be published on the district website and shared with parents, teachers, students, staff and community members.

Local Performance Indicator Quick Guide

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

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 reports 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). In the future, for LEAs that use the CDE's SARC template, this information will be auto-populated within the Web-based Dashboard system. LEAs that do not use the CDE's SARC template will input this information in the Web-based Dashboard system.

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

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 S

- History-Social Science

- Career Technical Educatio

OPTION 1 NOT CHOSEN BY SCUSD

- 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					
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

Academic Standards	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

Academic Standards	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

Academic Standards	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

Support for Teachers and Administrators	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					

Note: Minor technical changes to the verbiage for this prompt will be proposed at the November 2018 California State Board of Education meeting.

Optional Narrative

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 Engagement (LCFF Priority 3)

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 Local Control and Accountability Plan (LCAP).

OPTION 1: Survey

If the LEA administers a local survey to parents/guardians in at least one grade within each grade span that the LEA serves (e.g., K–5, 6–8, 9–12), the LEA will summarize the following in a text box provided in the Dashboard:

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 1 NOT CHOSEN BY SCUSD

OPTION 2: Local Measures

Summarize in a text box provided in the Dashboard the following:

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.

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 Dashboard. 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.

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.

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.

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?