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*José L. Banda, Superintendent*

**BOARD COMMUNICATIONS**

**Date: September 16, 2016**

**SUPERINTENDENT – JOSÉ L. BANDA**

<b>BC NO.</b>	<b>FROM</b>	<b>REGARDING</b>
<b>S-167</b>	José Banda	School Services of California's Sacramento Weekly Update
<b>S-168</b>	José Banda	Highlights of Calendar for the Week of September 19, 2016

**CHIEF OPERATIONS OFFICER – CATHY ALLEN**

<b>BC NO.</b>	<b>FROM</b>	<b>REGARDING</b>
<b>COO-36</b>	Jim Dobson	Dry Rot at Charles A. Jones Center



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC NO: S-167**

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/16/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: superintendent@scusd.edu	
Subject: School Services of California's Sacramento Weekly Update						

Attached is the weekly update from School Services of California for your review.



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*An Employee-Owned  
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DATE: September 16, 2016

TO: Jose Banda  
Superintendent

AT: Sacramento City Unified School District

FROM: Your SSC Governmental Relations Team

RE: ***SSC's Sacramento Weekly Update***

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As last week's Sacramento *Weekly Update* went to print, the State Board of Education (SBE) was meeting to consider the state's new school accountability system. Late Thursday, September 8, 2016, the SBE unanimously voted to adopt key elements of the accountability system intended to evaluate schools and districts in specific areas of student and school performance, including graduation rates, college and career readiness, test scores, and the educational progress of English language learners.

Beginning in the 2017-18 school year, the new system replaces the Academic Performance Index (API), which has been suspended and relied primarily on test scores to measure progress. The SBE's approved actions make up an "evaluation rubric," which provides a tool for holding schools and districts accountable for the eight state priorities identified in the Local Control Funding Formula (LCFF). Among the priorities are student achievement, student engagement, school climate, and parent engagement.

As outlined in the State Superintendent of Public Instruction's (SSPI) #16-59 press release, the SBE's actions included:

- Adopting four state indicators of school success with performance standards: readiness for college and careers, graduation rates, progress of English learners, and suspension rates
- Adopting two state indicators of school success, with performance standards to be finalized in the coming months: scores on state standardized tests and chronic absenteeism
- Adopting four local indicators with performance standards: basic conditions at a school, progress in implementing standards, parent engagement, and school climate
- Establishing a system by which schools that do not meet performance standards can become eligible for technical assistance and intervention
- Providing information on model practices of schools performing well and providing resources for schools

The performance standards will be based on status, how each school or district fared last year, and change, how much they have improved or declined compared to prior year(s). Schools will be rated based on a combination of these measures and assigned one of five performance levels. From highest to lowest, the categories are: Blue, Green, Yellow, Orange, and Red.

As mentioned in School Services of California Inc.'s *Fiscal Report* article entitled, "State Board of Education Adopts LCFF Evaluation Rubrics," the recommendations adopted make it clear that there is still much work to be done. SBE President Michael Kirst opened the discussion of the item carefully noting that "the Rubrics represent operation of California's LCFF and federal statutes on the Every Student Succeeds Act (ESSA)—distinguishing federal statute from proposed ESSA regulations." Board Member Sue Burr underscored that "it is the intent of the SBE to build a fully integrated local, state, and federal continuous improvement and accountability system."

The SSPI noted in his press release that the specific display of the performance system is not final. Staff will work with parents, teachers, and members of the public to ensure it is easy to understand, similar to a report card, and noted the web-based system will be available in early 2017.

During the five hours allowed for discussion and public testimony, several parents spoke of their concern for more clarity, advocates called for greater accountability, and Assembly Member Shirley N. Weber (D-San Diego) who authored Assembly Bill 2548—which is awaiting Governor Jerry Brown's action—spoke of the need for better alignment between state and federal requirements. This reinforced that the SBE's action is just the beginning, and more discussion regarding the state's accountability system is soon to come.

The SBE is slated to review and take action on revisions to the Local Control and Accountability Plan Template at its November 2016 meeting.

*Nancy LaCasse*  
*Robert Miyashiro*

*Note: Following three years of discussion regarding modifying the state's accountability system, the SBE adopts California's LCFF Evaluation Rubrics.*

## **State Board Unanimously Adopts New School Accountability System**

By John Fensterwald  
*EdSource*  
September 8, 2016

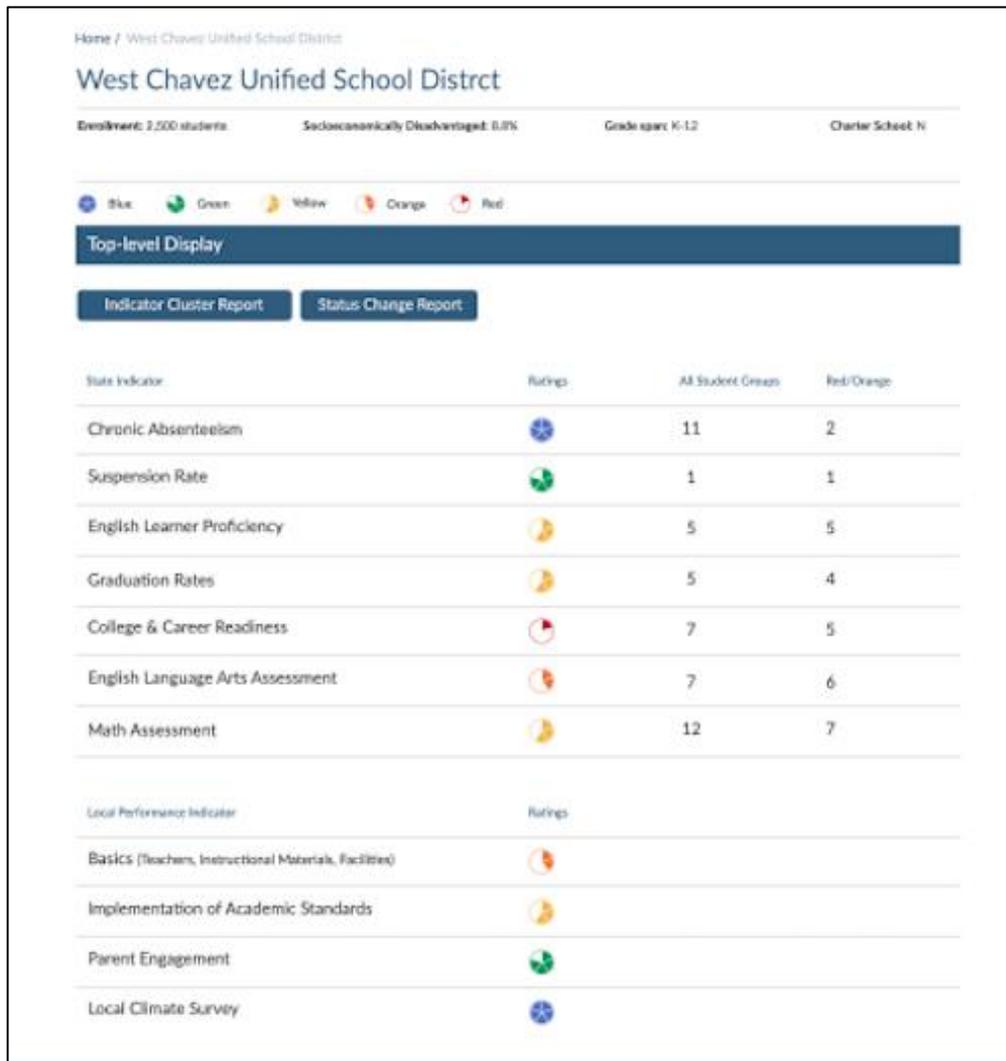
Marking a monumental shift in philosophy and policy, the State Board of Education unanimously adopted a system Thursday for evaluating schools and districts using a variety of measures of school conditions and student achievement.

Standardized tests scores, the sole basis for judging schools in the past, will be a component of the new state system when it takes effect in the 2017-18 school year. But so will graduation and suspension rates, an indicator of college and career readiness, progress of English learners in becoming proficient in English, and, still in the early stages, measures of school climate and parent involvement.

The Legislature mandated that the state board pay attention to these and other priorities when it passed a new formula for funding schools three years ago. And, consistent with distributing more money to low-income students and English learners, it told the state board that underperformance of student subgroups should determine which school districts receive technical assistance and more intensive intervention. On Thursday, the board also adopted the first performance expectations, such as high levels of student suspensions and low rates of graduation, that will trigger assistance for districts.

The new accountability reports will cover all schools, districts and charter schools. However, state law mandates assistance only for districts. The new federal accountability law, the Every Student Succeeds Act, requires that states intervene in the lowest-performing 5 percent of schools, based on a subset of primarily academic measures. The state board will develop its compliance plan over the next six months.

The evaluation rubrics, as the new state accountability tool is called, will be fully developed over the next year. It will consist of several elements: a one-page dashboard displaying how well districts, schools and student subgroups rate on each state and local performance indicator; more detailed data explaining performance over time and for the most recent year; and statements of model practices that can guide school and district improvement.



SOURCE: CALIFORNIA DEPARTMENT OF EDUCATION

*This is a recent draft of first-page display showing how a hypothetical school district would perform under the new accountability system. It lists all seven state indicators, for which statewide data is collected, and four local indicators. Five colors, from red to blue, designate performance. The second and third columns show the number of subgroups in the district that are large enough to be rated, and the number of those subgroups with the lowest ratings (orange and red) potentially qualifying for assistance or intervention. Critics favor an overall ranking that combines all of the individual ratings. They say it would offer simplicity and clarity while enabling comparisons with other schools and districts. Advocates of the more complex display say details matter when it comes to selecting or improving a school.*

Over the past two years, during dozens of hours of public testimony, student activists and hundreds of parents, many using translators, implored the board to make school climate a priority and to hold schools accountable for engaging parents. Student advocacy groups urged the board to use the new system as a prod to narrow achievement gaps. Business groups suggested ways to develop a robust career and college readiness metric.

The more than 100 individuals who spoke Thursday reiterated those themes. But many prefaced their one-minute remarks by praising board members for taking their comments seriously and incorporating their ideas. The overall framework, they said, is solid.

“We commend board and staff for monumental progress,” said Estelle Lemieux, a lobbyist for the California Teachers Association. “The evaluation rubrics should provide the foundation for dealing with the whole child,” leading to more equitable treatment of students and improved results, she said.

“Stay the course,” said Wesley Smith, executive director of the Association of California School Administrators, calling the new accountability system “a model for students across America.”

Technical and fundamental disagreements remain, however. The biggest is over how to present the performance level ratings. While the final design is months away, the board is leaning toward designating each indicator’s performance by color, without prioritizing measures or summarizing a school’s performance.

Parents on Thursday said they needed a simpler way to compare schools and understand how their schools are doing overall.

Christine Chu, a 3<sup>rd</sup>-grade teacher in Los Angeles Unified, said the board can display all of the individual ratings and also create a summary that shows differences in school performance. The two approaches are not mutually exclusive.

Carol Hedgspeth, director of research and policy for Innovate Public Schools in San Jose, called for a more transparent and parent-accessible display, with more emphasis on academic measures.

Assemblywoman Shirley Weber, D-San Diego, the only legislator to testify Thursday, agreed. “Even recognizing that some progress has occurred regarding multiple measures, I do believe that the accountability system needs to significantly focus on academic achievement, academic growth, and closing achievement gaps,” she said, adding that Assembly Bill 2548, a bill she sponsored that’s now before Gov. Jerry Brown, would require it.

Board member Feliza Ortiz-Licon, while praising the progress that the board made to get to this point, said she too was disappointed that the system would not demand an acceleration of achievement for English learners, African-American and Hispanic students. It’s not good enough for all groups to progress modestly in parallel, she said.

But board member Sue Burr said state laws underwriting the board’s work are clear: Student subgroups that fail to improve in more than one priority will get gradually more intensive help, starting with county offices of education, leading to the involvement of a new state agency, the Collaborative for Educational Excellence, and ultimately to intervention by the state superintendent of public instruction.

“We take our responsibility seriously,” she said of the board, and will apply pressure on those charged with monitoring school districts.

State board President Michael Kirst, who has guided the development of the new system, cautioned that an accountability system alone cannot move schools to improve. A new state agency won’t be a “magician” that raises the state’s low test scores in math, he said. “We have never talked on this board about strategy

for building capacity” in schools and districts. “The board at some point must move from back end of accountability to front end of capacity. Our agenda has been unbalanced.”

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## **State Board of Education Adopts LCFF Evaluation Rubrics**

By Brianna García and Patti Herrera  
*School Services of California, Inc.*  
September 9, 2016

After more than five hours of presentations, discussion, more than 100 public comments, and nearly three years of work, the State Board of Education (SBE) unanimously adopted the initial Local Control Funding Formula (LCFF) Evaluation Rubrics (Rubrics). As detailed in an earlier *Fiscal Report* article (see “[State Board Set to Adopt Initial LCFF Evaluation Rubrics](#)”), the Rubrics lay the foundation for the state’s accountability system. The comments from the public, SBE members, and the recommendations adopted make it clear that there is still much work to be done.

SBE President Michael Kirst opened the presentation and discussion of the item carefully noting that the Rubrics represent operation of California’s LCFF and federal statutes on the Every Student Succeeds Act (ESSA)—distinguishing federal statute from proposed ESSA regulations. Furthermore, Member Sue Burr underscored that it is the intent of the SBE to build a fully integrated local, state, and federal continuous improvement and accountability system.

Many parents spoke of their concern for more clarity, advocates called for greater accountability, and Assembly Member Shirley N. Weber (D-San Diego), who authored Assembly Bill 2548 (see [Top Legislative Issues for 2016—End of Session](#) in the current issue of the *Fiscal Report*)—a bill awaiting Governor Brown’s action—spoke of the need for better alignment between state and federal requirements. When all is said and done, we can be assured of one thing . . . the Rubrics will continue to evolve. With today’s action, however, the SBE has met the October 1 statutory deadline for adoption of the Rubrics and a system of accountability for public education.



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC NO: S-168**

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/16/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: José L. Banda, Superintendent					Contact Email: superintendent@scusd.edu	
Subject: Highlights of Calendar for the Week of September 19						

**Monday, September 19**

- Cabinet Meeting
- CORE Data Collaborative Meeting
- Meeting with Jennifer O’Day
- 1:1 Meetings with Cabinet Members
- Welcome Members of EL Master Plan Success Committee to their First Meeting of 2016-17

**Tuesday, September 20**

- Meeting with Kal Phan
- School Visits *(sites to be determined)*
- Meeting with Labor Union Partner (SEIU)
- Meeting Regarding Railyards Project
- 1:1 Meetings with Cabinet Members

**Wednesday, September 21**

- Principals’ Meeting
- 1:1 Meetings with Cabinet Members
- Operations Cabinet Meeting
- Meeting with City Council Member Larry Carr, Board Member Rodriguez and Success Academy Staff

**Thursday, September 22**

- Sacramento Promise Zone Local Partners Convening
- School Visits *(sites to be determined)*
- ALAS Phone Conference Call
- Meeting with Steven Maviglio and Gabe Ross
- Meeting with Tom DeLapp and Gabe Ross
- Attending Northern California Superintendents Association Dinner

**Friday, September 23**

- Attending California Superintendents Collaborative Network Meeting
- Attending CSUS Better Together Partnership Awards



**SACRAMENTO CITY UNIFIED SCHOOL DISTRICT  
BOARD COMMUNICATION**

**BC NO: COO-36**

CONFIDENTIAL ITEM - <i>(Check a Box)</i>	No:	<input checked="" type="checkbox"/>		Yes:	<input type="checkbox"/>	Date: 9/16/2016
Approved by: José L. Banda, Superintendent						
To the Members of the Board of Education						
Prepared by: Jim Dobson, Director, Facilities					Contact Email: jimd@scusd.edu	
Subject: Dry Rot at Charles A. Jones Center						

While conducting routine inspections, district maintenance staff discovered an area over the cafeteria at the Charles A. Jones Career and Education Center with extensive dry rot. An architect and structural engineer were contacted to assist the district in evaluating the severity of the damage.

An initial investigation indicates that a significant portion of the cafeteria roof has extensive structural damage. Access to the roof and cafeteria have been restricted. Shoring of the area will need to be completed to allow representatives from the Division of the State Architect (DSA) and Schools Insurance Authority to safely access the area for additional inspection. Once the inspection is completed and remediation instructions are issued by DSA we will begin work with a design team to prepare construction plans for DSA approval. Once approved, construction will begin making permanent repairs.

Contingency plans will be implemented at the Charles A. Jones Career and Education Center to provide continuity of service.