SACRAMENTO CITY UNIFIED SCHOOL DISTRICT
BOARD OF EDUCATION

Item# <u>10.1</u>

<u>Meeting Date</u> : October 17, 2019

<u>Subject</u> : Approve California School Dashboard Local Indicator   s Update

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

<u>Division</u> : Continuous Improvement and Accountability Office

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

<u>Background/Rationale</u> : 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.

<u>Financial Considerations</u> : None

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

<u>Documents Attached:</u>

Improvement and Accountability Officer
Steven Fong, LCAP/SPSA Coordinator
Approved by :   Jorge A. Aguilar, Superintendent

Continuous Improvement and Accountability Office

California School Dashboard Local Indicator Update

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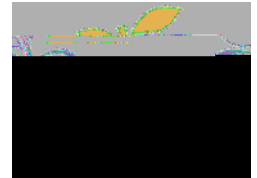
I. Overview/History of Department or Program

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 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 resu1ailabav6Sjabll. Driving Govern 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
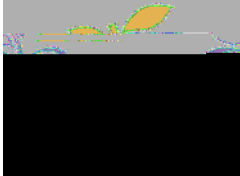
Board of Education Executive Summary

Continuous Improvement and Accountability Office

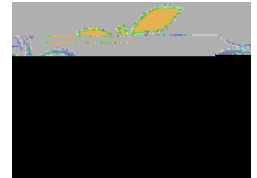California School Dashboard Local Indicator Update

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and disaggregated results for both C

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.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately

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

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.

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

Parent and Family

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.
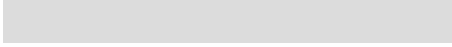
Building Relationships

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					

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

Coordinating Instruction	1	2	3	4	5
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.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]
4. Developing memorandum of understanding regarding the coordination of partial credit policies between district of residence and county office of education.	[Enter 1, if applicable]	[Enter 2, if applicable]	[Enter 3, if applicable]	[Enter 4, if applicable]	[Enter 5, if applicable]

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.

Coordinating Services

Coordinating Services	1	2	