



SACRAMENTO CITY UNIFIED SCHOOL DISTRICT BOARD OF EDUCATION

Agenda Item# 7.5

Meeting Date: February 18, 2021

Subject: District Assessments – Current District-Wide Student Assessment Practices and SPED Assessments

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

Division: Legal Services

Recommendation: Not Applicable.

Background/Rationale: This matter concerns common and special education assessments. The District recognizes that providing stakeholders with timely and useful information on students' academic progress and performance is essential for increasing academic achievement for all learners.

Common assessments include both state required examinations such as The California Assessment of Student Performance and Progress (CAASPP); the English Language Proficiency assessment for California (ELPAC); and Physical Fitness Testing (PFT), as well as District-wide common assessments, which the District has developed.

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are administered. The District will provide stakeholders with ongoing information about student performance and progress.

Documents Attached:

Board of Education Executive Summary

Legal Department

Information Item Regarding District Assessments/Current District Wide
Student Assessment Practices/District Common Assessments and Social
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District Common Assessments

In recent years, the state of California has adopted more rigorous college and career focused curricular standards in English Language Arts (ELA), English Language Development (ELD), mathematics, and science and has made substantial changes to state level assessment. As a result, districts have had to critically evaluate their local assessments and assessment practices. An analysis of current District administered assessments reveals that the District is overly reliant on assessments provided by the state for information on how students are progressing. These assessments are only administered on an annual basis and often there is a lengthy time lag from when the assessments are administered to when data are available for use which makes it difficult for this information to be used to impact instruction for students.

The District has developed a comprehensive system of District common assessments, which are designed to be administered three to four times a year and include foundational reading, English Language Arts, and math. The assessments at the start of the year are designed to assess unfinished learning of the previous year's learning. The remaining assessments are designed to provide stakeholders with ongoing information about student performance and progress on grade level standards. A copy of the District's assessments plan and calendar is included with the attached supporting documents.

Currently, the District is unable to administer its common assessments pursuant to the Arbitrator's decision rendered on January 11, 2021 in Case No. 20-0000-2531. The decision and related documents are accessible on the District's website at: <https://www.scusd.edu/document/source/documents/legal-matters>. A copy of the decision is

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objective information being provided to educators, administrators, parents/guardians, and students regarding whether or not students are making adequate progress toward grade level readiness and meeting standards. The ability to provide meaningful and aligned interventions and supports is also compromised.

The chart also reveals that for English Learners, the problem is even more acute and impacts their opportunities to qualify for reclassification. This is evident in the early grade levels where

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provide this report to the District's board of education. Acceptable evidence should include a copy of the meeting notes.

3. On or before February 2, 2021, the District shall provide training to all District special education assessment administrators, school site special education case managers, and assessment service providers, regarding EC Section 56043(f)(1) and the findings of this case, with a directive to comply with the law. Acceptable evidence should include a

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regular services already included in the students' IEPs, if applicable.

VI. Results:

Current District Wide Student Assessment Practices/District Common Assessments

See attachments:

- "ELPAC Results"
- "ELA Common District Assessments Participation and Performance Results"
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