



July 9, 2021

Dr. Linda Darling-Hammond, President  
California State Board of Education  
1430 N Street, Suite 5111  
Sacramento, CA 95814

*Via email only*

**Re: Item 5 – School Accountability Report Card: Approval of the Template for the 2020–2021 School Accountability Report Card.**

Dear President Darling-Hammond:

We represent organizations that advocate on behalf of students, parents, community members, and educators in our state’s public schools. We are united by a common belief that all schools and districts must address long-standing inequities of opportunity and should offer every student an excellent education that prepares them for college, career, and civic life. Below we provide feedback on the development of the template for the 2020-2021 School Accountability Report Card (Item #5).

**Teacher Quality Data in State Accountability System.** Our coalition has continuously advocated for more transparency to parents and the public on teacher quality and assignment data and for sound policies to ensure that fully prepared and properly assigned teachers are present in every California classroom. The addition of Tables 6-9 in the School Accountability Report Card (SARC) are a great first step towards including teacher quality data in our accountability system and implementing the requirements of section 52064.5(e)(2) of the California Education Code. As the state increases investments to combat the ongoing teacher shortage, exacerbated by the COVID-19 pandemic, the data

provided by these tables could help provide insight to the efficacy of the recruitment and retention programs in addition to prompting local conversations with stakeholders about equitable access to quality teachers. We encourage further disaggregation of the data at the site-level and by subgroup whenever possible and appropriate.

**Improve Assessment Reporting Requirements.** Parents and communities have had little to no publicly available data on student achievement since the start of the pandemic. After much discussion and negotiations with the U.S. Department of Education, the Board passed a policy to have our schools provide the California Assessment of Student Performance and Progress (CAASPP) tests in math, language arts and science as a first option, and only if administering that test was not feasible to administer another standard aligned assessment. To understand the impact of the pandemic on student learning, identify the depth of student learning loss, and understand how learning loss has impacted achievement gaps, assessment results need to be provided in a way that allows for comparisons, even if those comparisons aren't perfect. Obviously the 2020-21 school year was very different than past school years, but that is part of the point for why public assessment information is necessary.

It not yet clear whether the CDE plan to release CAASPP data this fall for the districts that administer the test this year. The SARC may be the only assessment information that is publicly reported this year, and better information from those tests is necessary. For example, in Table 14 of the proposed template compares results from the last two years for CAASPP math and ELA results, however the template would have every school in the state report all cells in the table as not available (N/A), thus providing no information to parents and community members. Instead, Table 14 should provide data from the 2018-19 school year, and data from the 2020-21 school year for districts that administered the CAASPP as their assessment this spring. Such data would help readers understand whether there was a learning loss in the district. Accompanying the table, there should be a district narrative prompt to explain if the participation rates, or test taking modality may have influenced the results of the test, or how other factors may have impacted the results.

Similarly for districts that used another standard-aligned assessment, we encourage allowing districts to report results from the same assessment in past years. Many districts have been administering other standard-aligned assessments for years, and thus, have historic data on how student subgroups, schools and the district have done on those assessments. Requiring this comparable information to be provided in in the SARC will help inform stakeholder engagement for the 2022 LCAP, LCAP update and federal fund planning update that AB 130 (budget education trailer bill) requires next spring. Thus, we recommend amendments to Tables 17 and 18 on local assessments to include data from the 2018-19 school year if available.

Thank you for your review and consideration of our recommendations.

Respectfully,

*Vanessa Aramayo*

Executive Director

**Alliance for a Better Community**

*Steve Barr*

Founder and Executive Director

**Future Is Now**

*Katie Braude*

Executive Director

**Speak UP**

*Kirk Clark*

Executive Vice President

**California Business Roundtable**

*Sarah Lillis*

Executive Director

**Teach Plus – California**

*Bill Lucia*

President

**EdVoice**

*Rob Manwaring*

Senior Policy & Fiscal Advisor, Education

**Children Now**

*Ana Ponce*

Executive Director

**Great Public Schools Now**

*Lupe Rivera*

President & CEO

**Families In Schools**

*Sarina Sande*

Interim Deputy Director

**Educators for Excellence – Los Angeles**

*Natalie Wheatfall-Lum*

Director of P-16 Policy

**The Education Trust–West**