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SBE Approves Design of LCFF Evaluation Rubrics

At its May 11, 2016, meeting, the State Board of Education (SBE) reviewed the revised design of the Local Control Funding Formula (LCFF) evaluation rubrics during a discussion that drew a large audience of more than 100 public comments from the education community with various stakeholders possessing many, and sometimes disparate, interests. The revised rubrics are stated to further implement the LCFF's design principles that center on students, equity, and transparency, and improving student outcomes, while aligning with state and federal accountability requirements.

During a robust discussion of the evaluation rubrics, Board Member Sue Burr proposed an alternate motion to the staff's recommendation (see [SBE Agenda Item 2](#)). The revisions that were ultimately approved by the SBE include:

- 1) A design for the LCFF evaluation rubrics, which includes:
 - a) The following key indicators:
 - i) Student test scores on English Language Arts and Math, including a measure of individual student growth for grades 3-8, when feasible, and results on the Next Generation Science Standards assessment, when available;
 - ii) Progress of English learners toward English language proficiency;
 - iii) High school graduation rate; and
 - iv) Measures of student engagement, including suspension rates by grade span and chronic absence, when available.
 - b) A methodology for calculating performance as a combination of outcome and improvement for the key indicators in order to differentiate performance at the local educational agency (LEA) and school levels, and for student subgroups.
 - c) A component that supports analysis of local data.
 - d) A top level summary data display for performance on all LCFF Priority Areas for LEAs and schools that prominently shows areas where there are significant disparities in performance for any student subgroups.
- 2) Direction to staff to prepare a recommendation for the July 2016 Board meeting for establishing standards for the LCFF Priority Areas that are not addressed by the key indicators—Priority 1 (Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities), Priority 2 (Implementation of State Academic Standards), Priority 3 (Parent Engagement), Priority 7 (Access to a Broad Course of Study), and Priority 8 (Outcomes in a Broad Course of Study)—and how those standards will be used to assess an LEA's eligibility for technical assistance and intervention as required by the LCFF.
- 3) Direction to staff to provide an update at the July 2016 SBE meeting on options for incorporating the following indicators into the overall LCFF evaluation rubrics design:

- a) College and career readiness measures;
- b) Local climate surveys, including identification of any items from the California Healthy Kids Survey and related surveys that could be adapted for use as part of the LCFF evaluation rubrics; and
- c) A composite indicator that includes English proficiency rates, English learner reclassification rates, and long-term English learner rates.

It is expected that staff will present the methodology for determining performance on key indicators at the SBE's July meeting.

LCAP Redesign Survey

On March 9, 2016, an online redesign survey was administered to consider revisions to the Local Control and Accountability Plan (LCAP) in order to address several concerns, including that the current template is onerous and redundant. Based on the survey, staff identified three areas that require revision to the LCAP template:

- 1) Increased transparency and user friendliness;
- 2) Simplified and streamlined structure and language; and
- 3) Improved instructions and support.

Consequently, staff made several recommendations to achieve the aforementioned objectives, including the significant shift of making the LCAP effective for a static three-year period with annual updates. The SBE approved the staff recommendation to move forward with revising the LCAP template to focus on these themes and present a draft to the SBE at its July meeting for adoption in September 2016.

—Charlene Quilao

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