



Progress on LCFF Implementation: What We Are Learning and What is Next

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CISC Symposium – February 12, 2015**



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Governor Brown's State of the State

"We are at a crossroads," he said. "With big and important new programs now launched and the budget carefully balanced, the challenge is to build for the future, not steal from it, to live within our means and to keep California ever golden and creative, as our forebears have shown and our descendants would expect."

2



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Notable Quotes – State of the State

“Now – decades later – we have finally created a much fairer system of school funding, called the Local Control Funding Formula. Under the provisions of this law, state funds are directed to school districts based on the needs of their students. Districts will get significantly more funds based on the number of students from foster care, low-income families and non-English-speaking parents. This program also breaks with decades of increasing centralization by reducing state control in favor of local flexibility. Clear goals are set, and their enforcement is entrusted to parents and local officials. This puts California in the forefront of educational reform.”

3



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Notable Quotes – State of the State

“The tasks ahead are daunting: making sure that the new system of local control works; recruiting and training tens of thousands of teachers; mastering the Common Core Curriculum; and fostering the creativity needed to inspire students. Teachers need to be held accountable but never forget: they have a tough job to do. They need our encouragement, not endless regulations and micro-management from afar.”

4



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LCFF Big Ideas

- The changes introduced by the Local Control Funding Formula (LCFF) represent a major shift in how California funds Local Educational Agencies (LEAs).
- Under LCFF, California funds school districts, charter schools, and county offices of education equally per student with adjustments based on grade levels and demographic characteristics.
- LCFF replaces complexity in ***favor of equity, transparency, and performance.***

5



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LCFF Big Ideas

- In conjunction with the new funding formula, we adopted a new system of support and technical assistance for districts.
- Founded on annual plans and evaluation rubrics.
- Districts develop, adopt and implement 3-year plans to improve student performance.
- Builds on a continuous improvement model of accountability.

6



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Local Control and Accountability Plans

- Major changes to a belief and structured finance and student outcome system
- **Continuum of Connections:** Needs Assessment → Goals → Resource Alignment → Services → Student Outcomes
- Situated in a developing, new accountability system for California
- State priorities are the foundation

7



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Local Control and Accountability Plans: Guiding Principles

- **Performance-focused** – relationship among plans, funding use, outcomes for students
- **Simplicity and transparency**
- **Student-focused** – local identification of needs, provide equitable opportunities
- **State priorities** – define metrics, but rely on local determination of measurement
- **Stakeholder engagement** – parents, students educators, broader community

8



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District Implementation and Continuous Improvement

- Goals and Outcomes
- Actions and Services
- Schools and High Need Students
- Measures and Metrics
- Progress and Needed Changes
- Reasons for Budget Differences

9



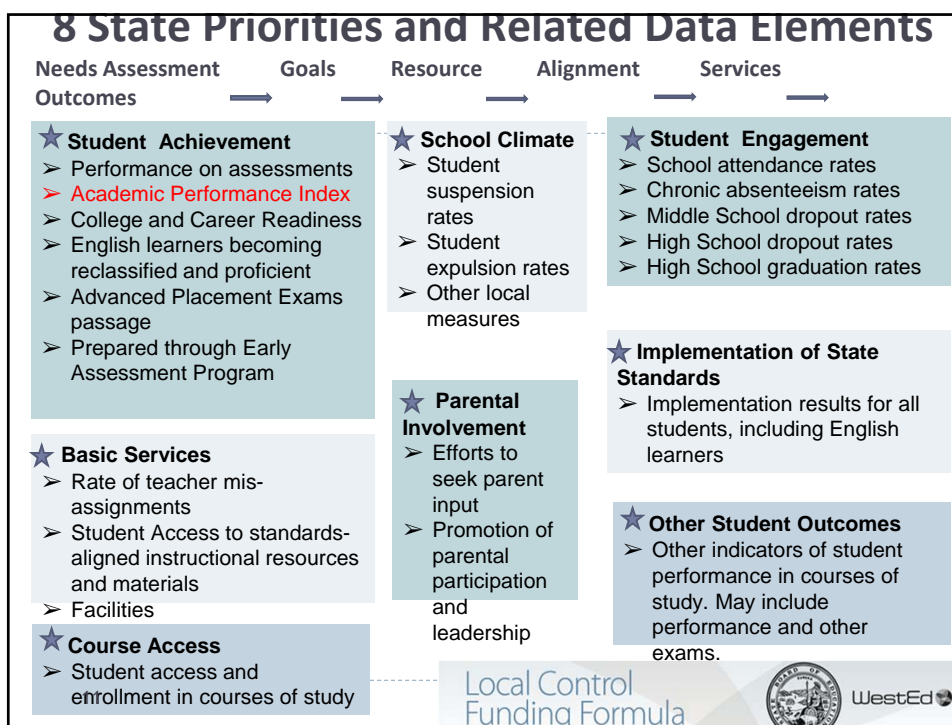
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Continuous Planning and Evaluation System

- District LCAP Development & Updates
- District LCAP Adoption & COE Approval
- District LCAP Implementation
- COE Assessment of District Performance
- COE Support as Needed

LAO Report January 20, 2015

10



LCAP Actions and Services

- **Technical and relationship** challenges
- Measure progress on process and outcomes
- Trust is as important as the measurement expectations
- Use the local data you have as **formative** measures, not as a complete design this year
- Process for using the metrics also needs to engender trust and rapport

12



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Strong Formative Metrics

- **Credible:** Are within your sphere of influence or control, and your schools; leadership, and community believe they will contribute to the results.
- **Feasible:** Require data that you can realistically obtain.
- **Valuable:** Answer the “so what” questions, *go beyond activities* to outcomes and goals.

13



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Formative Assessment: Key to Instructional Decisions

- Evidence of learning during lessons
- Descriptive feedback
- Self- and Peer-Assessment
- Collaborative classroom culture
- Learning progressions, goals, success criteria

A process used by teachers and students *during* instruction that provides *feedback* to *adjust* ongoing teaching and learning to **improve students' achievement of intended instructional outcomes.**




14
(ELA/ELD Framework, Ch.8, pp. 9, 30; CCSSO, 2008)



Formative Progress – Continuous Improvement

<p>• Define • Measure • Learn • Improve</p> <p>CALIFORNIA STATE BOARD OF EDUCATION</p>	<p>Agree on and implement/fine tune changes.</p>	<p>Actions and services in year 1, and how you will achieve them.</p>
	<p>Analyze, examine and communicate data, adjust.</p>	<p>Collect information, verify and make inferences, add to data system.</p>

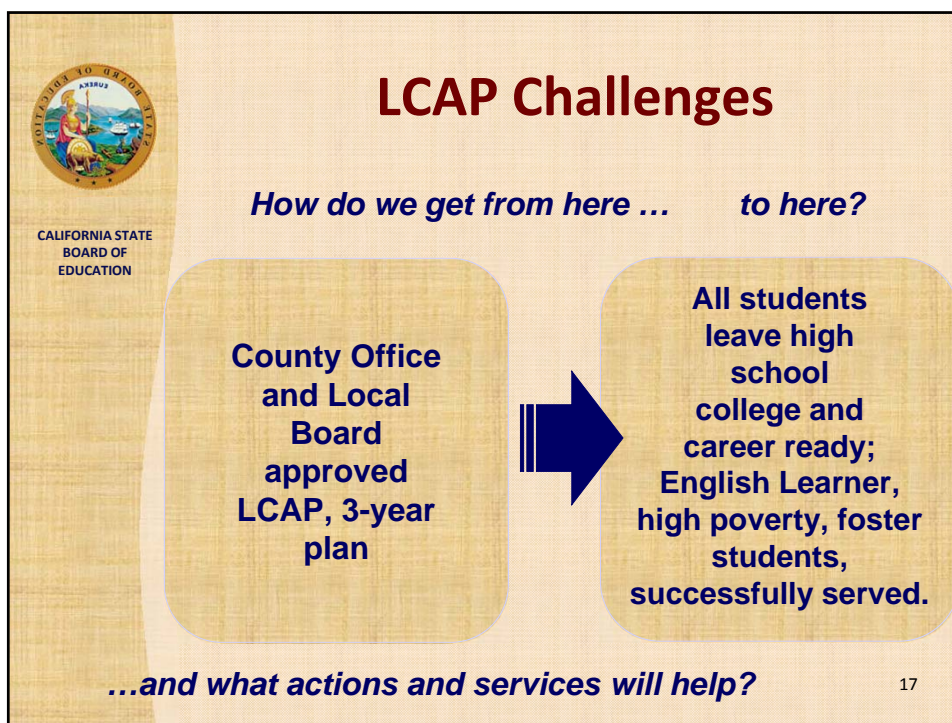
15



LCAP Annual Update Instructions

- For each goal in the prior year LCAP, *review the progress toward the expected annual outcome(s)* based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066.
- ***The review must include an assessment of the effectiveness of the specific actions.***
- Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

16



LCFF Rubrics - System Components

The specific requirements of the evaluation rubrics are set forth in EC Section 52064.5. On or before October 1, 2015, SBE adopts for all of the following purposes:

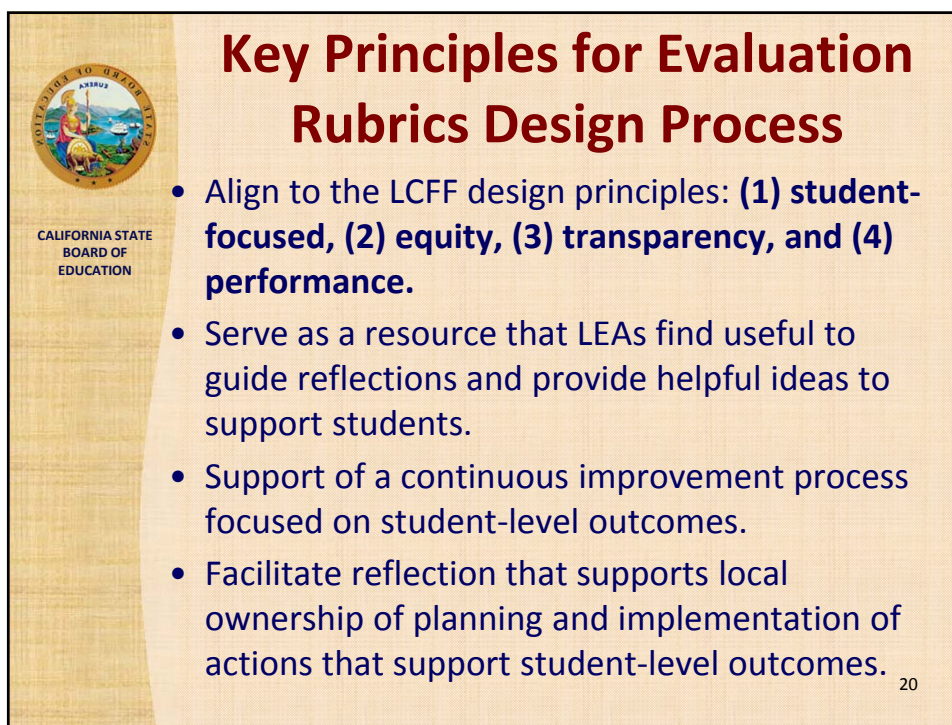
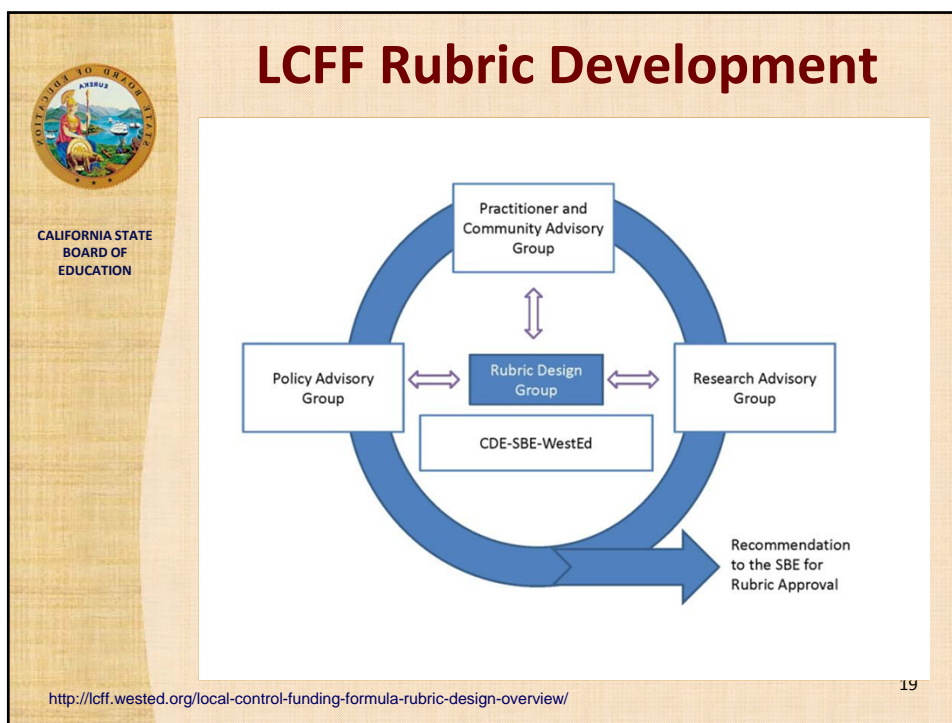
- (1) To assist a school district, county office of education or charter school in **evaluating strengths, weaknesses, and areas that require improvement.**
- (2) To assist a county superintendent of schools in identifying school districts and charter schools **in need of technical assistance** pursuant to Section 52071 or 47607.3 as applicable, and the specific priorities upon which the technical assistance should be focused.
- (3) To assist the Superintendent in **identifying school districts for which intervention** pursuant to section 52072 is warranted.

(b) The evaluation rubrics shall reflect a **holistic, multidimensional assessment of school district and individual school-site performance** and shall include all of the state priorities described in subdivision (d) of Section 52060.

(c) As part of the evaluation rubrics, the state board shall adopt **standards for school district and individual school-site performance and expectation for improvement** in regard to each of the state priorities described in subdivision (d) of Section 52060.

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18





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Key Principles for Evaluation Rubrics Design Process

- Not grade nor judge, but provide ways to identify strengths, areas for improvements, and strategies to improve.
- Include other resources and tools that in combination support high-quality planning and implementation.
- Extend to all strategic planning and implementation efforts. The evaluation rubrics are not limited to LCAPs.

21

Evaluation Rubrics

- LCFF legislation calls for evaluation rubrics:
 - To **assist LEAs to identify strengths, weaknesses, and areas that require improvement**
 - To **assist COEs** to identify school districts and charter schools in need of technical assistance
 - To **assist the Superintendent** to identify school districts for which intervention is warranted
 - **Reflect holistic, multidimensional assessment** of school district and individual school site performance including the state priorities
 - To include **standards for school district and individual school site performance and expectations for improvement** in regard to each of the state priorities

Pupil Outcomes “Bucket”

23

Needs and Goals

1. Was data for all relevant metrics reviewed for Pupil Outcomes?

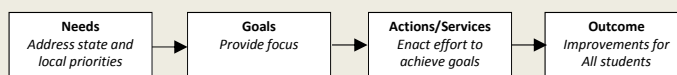
LEA Strengths		LEA Areas for Growth	Supporting Evidence	
Explanation of Practice			Pt s.	Promising Practice Examples
All Students	Yes, prior and current year data was reviewed for all students (2)			Included within evaluation rubrics or as a separate practice guide. For the purposes of this sample, subsequent sections do not show this to conserve space.
	Somewhat, prior year and current year data was reviewed but not all metrics for all students (1)			
	No, data for all students was not reviewed (0)			
Equity	Yes, prior and current year data was reviewed for all significant subgroups of students (2)			
	Somewhat, prior year and current year data was reviewed but not all metrics for all significant subgroups of students (1)			
	No, data for significant subgroups was not reviewed (0)			
Schools	Yes, prior and current year data was reviewed for all schools (2)			
	Somewhat, prior year and current year data was reviewed but not all metrics for all schools (1)			
	No, data for all schools was not reviewed (0)			
Total (Ideal Range 4-6 Points)				

Conceptual Example Features

+ Data Metric Analysis



+ Reflection of Effective Practices



+ Tools and Resources

Go to lcf.wested.org for Conceptual Reviewer Guidance





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System Components - CA Collaborative for Educational Excellence

- ***Charged with Helping Districts***
 - Improve achievement within the context of the state priorities
 - Enhance the quality of teaching
 - Improve district/school-site leadership
 - Address the needs of priority student populations
 - Help achieve LCAP goals

25



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CA Collaborative for Educational Excellence

- ***Members***
 - State Superintendent - Tom Torlakson
 - SBE Appointee – Sue Burr
 - County Superintendent (Senate Rules)
 - Michael Watson – Santa Cruz COE
 - District Superintendent (Governor)
 - Sandy Thorstenson – Whittier Union HS
 - Teacher (Speaker)
 - Tim Sbranti - Dublin
- ***Riverside County Office of Education Contract***

26



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Common Goal

Ensure that **students learn what they need to know and do** to be successful in life, having been **well-taught by competent professionals** in **adequately resourced schools** that are **responsive to student needs**.

27



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Accountability Pieces in Play

All the pieces not fully developed yet.

Connecting relationships still emerging.



Edges coming into focus.

Timing matters!

28



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Key Purposes of New Accountability System

- Provide **transparent decision making processes** in support of student achievement and outcomes.
- **Focus district and school leaders** on significant areas for improvement and raise the sense of urgency to do so.

29



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Key Purposes of New Accountability System

- **Report well-timed, accessible and actionable data** for use by educators, parents, community members and policymakers.
- **Drive continuous improvement** and allow the state to differentiate the performance of districts and schools in need of support and technical assistance.
- **Strengthen confidence** in the educational system and return on investment.

31



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Collective Accountability and Shared Responsibility

- Student accountability
- Parent responsibility
- Teacher and leader accountability
- Local school board and superintendent accountability
- Higher education accountability
- Educator preparation provider accountability
- State accountability

31



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New Accountability System

- **Build on the foundations of LCFF**, state priorities and implementation of new student academic standards and assessments
- **Increase district and school capacity** and drive continuous improvement
- **Focus on a broader set of outcomes** than in the past, reflect more clearly what students need in order to be prepared for college, careers, and citizenship

32



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New Accountability System

- **Decisions and actions are aligned** and consistent towards ensuring students are ready for college and careers
- **Differentiate the performance of schools and districts** in reliable and meaningful ways so they receive appropriate support and assistance
- **Improve performance across the systems**, increase achievement and efficiency, strengthen local capacity

33



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Long Term Development

- State Priorities
- Local Control and Accountability Plan (LCAP)
- Evaluation Rubric Design Process
- California Collaborative on Educational Excellence (CCEE)
- Smarter Balanced and English Language Proficiency Assessments
- Additional Assessments – State and Local

34



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Resources

- Nancy Brownell – nbrownell@cde.ca.gov
- State Board of Education Agendas
<http://www.cde.ca.gov/be/ag/ag/index.asp>
- LCFF – WestEd Channel
<http://lcff.wested.org/>
- CDE LCFF <http://www.cde.ca.gov/fg/aa/lc/>
- CDE Common Core
<http://www.cde.ca.gov/re/cc/>
- CAASPP <http://www.cde.ca.gov/ta/tg/ca/>