



KEY TAKEAWAYS ON CALIFORNIA'S NEW ACCOUNTABILITY AND CONTINUOUS IMPROVEMENT SYSTEM AND THE LCFF EVALUATION RUBRICS

The State Board of Education (SBE) and the California Department of Education have been working on the state's new accountability and continuous improvement system, including the Local Control Funding Formula (LCFF) evaluation rubrics, and the redesigned three-year Local Control and Accountability Plan (LCAP) annual template in time for use in the 2017-18 school year. The initial phase of the LCFF evaluation rubrics are scheduled for adoption at the September 8, 2016 Board meeting, with the understanding that the rubrics will continue to evolve over time as additional indicators are considered.

LCFF Evaluation Rubrics

- » Assist local educational agencies in evaluating strengths/ weaknesses/ improvement areas.
- » Assist a county superintendent in identifying districts / charter schools needing technical assistance.
- » Assist the state superintendent in identifying districts where intervention is warranted.

State Indicators

The evaluation rubrics design currently includes the following state indicators, which apply at the LEA and school level:

- » Student test scores on English Language Arts (ELA) and Math, including a measure of individual student growth for grades 3-8, when feasible, and results on the California Science Test (CAST) aligned assessment, when available;
- » Progress of English learners toward English language proficiency;
- » High school graduation rate;
- » Suspension rates by grade span;
- » College and Career Indicator (CCI), which combines Grade 11 test scores on ELA and Math and other measures of college and career readiness; and
- » Chronic absence, when available.

The approved methodology for calculating performance results in five color-coded performance categories. From highest to lowest, the performance categories are: Blue, Green, Yellow, Orange, Red, with the target performance category being **GREEN** for all LEAs, schools and student groups.

Standards for Remaining LCFF Priorities

At its July 2016 meeting, the SBE approved a methodology for establishing standards for the LCFF priorities that are not addressed by the approved state indicators, as well as a standard for local climate surveys. Although the evaluation rubrics may address these LCFF priorities differently in the future, the initial phase of the evaluation rubrics design will include standards that address the following LCFF priorities: Priority 1, Priority 2, Priority 3, Priority 6, Priority 9, Priority 10. The standards will be objective descriptions of practices. LEAs would assess their progress toward meeting the standard on a [Met / Not Met / Not Met for Two + Years] scale.

Tips for Administrators

- » Know your data – most is available already at the district level.
- » Consider your areas of strength and weakness as they relate to the 8 state priorities?
- » Identify your student group performance gaps.
- » Reflect on what district has already done to address achievement gaps and what the results have been.
- » Develop communications plan to discuss data to parents, staff, community, media and governing board.
- » Look for ways to connect the use of the evaluation rubrics and the LCAP development to your improvement cycle.

Resources

- » California Collaborative for Educational Excellence | <http://ccee-ca.org/>
- » LCFF and LCAP Questions and Answers | <http://www.cde.ca.gov/fg/aa/lc/>
- » Implementation Resource Site | <https://lcff.wested.org/>
- » LCAP California | <http://www.lcapca.com/>

For Additional Information

To provide your input or questions on the new accountability and continuous improvement system, please contact Martha Alvarez, ACSA Legislative Advocate, at malvarez@acsa.org or go to www.acsa.org/GRwebinars or find us on Twitter at @ACSA_GR.

