

THURSDAY, NOVEMBER 17, 2016

**LOCAL CAPACITY
BUILDING & CALIFORNIA
COLLABORATIVE FOR
EDUCATIONAL EXCELLENCE**

ALICIA AUSARA, EDUCATIONAL SERVICES EXECUTIVE | ACSA EDUCATIONAL SERVICES

JOSHUA DANIELS, DIRECTOR, OUTREACH & COMMUNICATIONS | CCEE

WHAT WE WILL COVER TODAY...

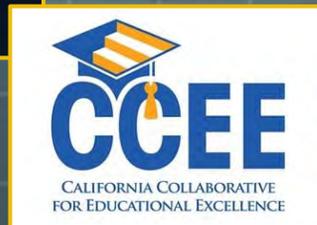
- » Welcome & Introductions
- » Webinar Housekeeping
- » Overview of the CCEE

GUEST SPEAKER



JOSHUA DANIELS

DIRECTOR, OUTREACH & COMMUNICATIONS
CALIFORNIA COLLABORATIVE FOR
EDUCATIONAL EXCELLENCE



About The CCEE

- » Established to advise and assist COEs, districts, and charters in improving student outcomes
- » Five member governing board:
 - ‡ **Sue Burr**, State Board of Education
 - ‡ **Michael Watkins**, County Superintendent
 - ‡ **Matthew Navo**, District Superintendent
 - ‡ **Tim Sbranti**, Teacher
 - ‡ **Tom Torlakson**, State Superintendent
- » Carl Cohn, Executive Director

About The CCEE

» CCEE Guiding Principles

- İ Respect the perspective of local agencies
- İ Engaging families and the community is critical to local agency success
- İ Improvement in student achievement must be owned at the local level
- İ Eliminating the achievement gap is an urgent need; and, it takes time

About The CCEE

- » State leaders recognized that more support for local implementation of LCFF was necessary
- » Senate Bill No. 828 provided \$20m in one-time funding to the CCEE to establish statewide 3-year process to provide professional development to LEAs on LCFF Evaluation Rubrics and LCAP Template
- » Professional Development Implementation plan contains 4 components
 - î Plan available at www.ccee-.ca.org



If you have a question you would like answered, please use the Q&A box. Make sure to **select “All Panelist”** in the Ask: box and hit send.

You may write/submit questions at anytime during the presentation.

Component I: Workshops

- » Purpose: Provide all audiences with common baseline to interpret, understand, and use LCFF evaluation rubrics
- » Fall and Spring workshops
- » Fall 2016 workshops
 - ı Currently ongoing
 - ı Workshops are designed for teams but individuals are welcome to attend as well
- » Spring 2017 workshops – likely in March

Component II: Aligned Local Trainings

- » Purpose: Support aligning local trainings through use of aligned content
- » CCEE will host meetings to develop content
 - ‡ Anyone can propose content and ownership of content stays with creator
 - ‡ CCEE approves “Content Library” based on collaborative discussions regarding content
 - ‡ Content will deepen and broaden over time
- » CCEE and Regional Lead COEs to train local trainers

Component III: Networks

- » Purpose: Support deep learning on using LCFF Evaluation Rubrics and LCAP Template as tools for continuous improvement
 - ⌚ Modeled after Professional Learning Communities
- » Professional Learning Network (PLN)
 - ⌚ CCEE contracts with COEs, statewide associations, or non-profit organizations to host PLN
 - ⌚ Hosts select PLN participants
 - ⌚ PLN may be new or existing

Component III: Networks

- » Professional Learning Exchange (PLX)
 - İ Support networks for PLN facilitators
 - İ Connect participants in different PLNs
 - İ Aggregate/disseminate information statewide
- » Hosts hire PLN facilitators and CCEE trains them
- » CCEE hires and trains PLX Coaches

Component IV: Support Desk

- » Purpose: Provide opportunity to respond to substantive inquiries related to use of LCFF Evaluation Rubrics and LCAP Template as tools for continuous improvement
 - ‡ **Not designed to respond to compliance/policy inquiries or technical inquiries**
- » CCEE staff will consult with SBE, CDE, and CCSESA prior to responding
- » Intent is to go live by January 2017



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Changes under LCFF

BEFORE	NOW
» State-directed categorical programs	» Local authority able to direct spending to greatest local needs
» Lack of additional funding for at-risk students	» Additional funding for low-income, English Learner, and foster youth students
» Performance represented by a single performance indicator , i.e. API / number	» Performance represented by multiple performance indicators

Changes under LCFF

BEFORE	NOW
» Performance measured by achievement OR growth	» Performance measured by both achievement AND growth
» Performance measured by student test scores	» Multiple measures that go beyond student test scores
» Support was prescriptive , with certain models required to be adopted	» Support providers work side by side with LEAs



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LCFF Evaluation Rubrics

- » Replaces API
- » Intended for both accountability and transparency purposes
- » Three main parts
 - ‡ **Data Display (multiple data layouts)**
 - ‡ **Statements of Model Practice**
 - ‡ **Links to External Resources**

Equity Report

State Indicators	All Students Performance	Total Student Groups	Student Groups in Red/Orange
Chronic Absenteeism	N/A	N/A	N/A
Suspension Rate		9	2
English Learner		5	4
Graduation Rate		9	2
College/Career	N/A	N/A	N/A
English Language Arts Assessment		9	4
Mathematics Assessment		9	5

Local Performance Indicators

Ratings

Basics (Teachers, Instructional Materials, Facilities)	Met
Implementation of Academic Standards	Not Met
Parent Engagement	Not Met for Two Years
Local Climate Survey	Met

Narrative

The narrative text box is provided as an optional feature for local educational agencies to describe their performance on the state indicators and local indicators. This option allows LEAs to provide additional information and context as part of the display.

Basic Data Layout: State Indicators

Equity Report

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State Performance Categories



Blue



Green



Yellow

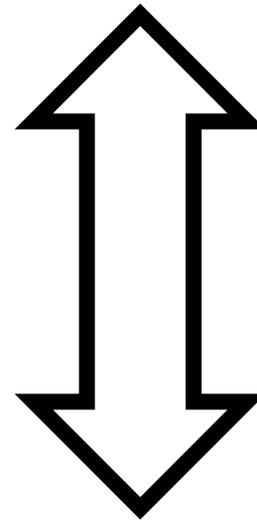


Orange



Red

Highest



Lowest

State Performance Categories

Symbol	What this means?
	Indicates that the student group consists of between 11 and 29 students.
	Indicates that the student group consists of less than 11 students.
N/A	Indicates that data is not available.

Status vs. Change

- » Status is most recent data available
- » Change is difference between:
 - **Status year and prior year OR**
 - **Status year and average of multiple prior years**
- » Status and Change are combined through a Reference Rable to determine a state performance category



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Basic Reference Table

		CHANGE				
		Declined Significantly	Declined	Maintained	Increased	Increased Significantly
STATUS	Very High					
	High					
	Medium					
	Low					
	Very Low					

Basic Data Layout: Local Indicators

Local Performance Indicators

Ratings

Basics (Teachers, Instructional Materials, Facilities)

Met

Implementation of Academic Standards

Not Met

Parent Engagement

Not Met for
Two Years

Local Climate Survey

Met

Narrative

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Local Performance Indicators

- » LEAs self-determine, based on state standards, their rating for each local performance indicator
 - ̂ Met
 - ̂ Not Met
 - ̂ Not Met for Two or More Years



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2016 WEBINARS SERIES

A banner for the ACSA Accountability Webinar Series. It features a light green background with several colorful circular icons: a grid, an eye, a lightbulb, a gear, a puzzle piece, and a person. The text is in a bold, sans-serif font. The hashtag #LCAPworks is in the bottom right corner.

ACSA Accountability Webinar Series

For resources, presentations or view archived webinars, visit: www.acsa.org/GRwebinars

#LCAPworks

ARCHIVED RECORDINGS

- » **LCFF EVALUATION RUBRICS AND NEW ACCOUNTABILITY SYSTEM**
- » **LCAP ANNUAL UPDATE TEMPLATE REDESIGN EFFECTIVE FOR 2017-18**
- » **ESSA STATE PLAN**
- » **LOCAL CAPACITY BUILDING AND THE CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE**

CONTACT US

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