Timeline for the Proposed Transition to a New Accountability System, Including Communication, Resources, and Outreach

The Local Control and Accountability Plan (LCAP), along with the Annual Update, the Evaluation Rubrics and the California Collaborative for Educational Excellence (CCEE) support structure all function as components of the new accountability system. Each part of the emerging system will be aligned with one or more of the SBE guiding principles (Attachment 1). The draft framework and implementation plan for the new accountability system will support continuous learning and improvement, equity, and transparency and will be grounded in state and local partnerships to sustain its implementation.

Timeline for the Proposed Transition to the New Accountability System

SBE Meeting	Proposed Transition to New Accountability System	Development of LCFF Evaluation Rubrics	Update on LCAP Template/ Implementation Process
June 2015	SBE Information Memorandum on states' emerging accountability systems.	SBE Information Memorandum that summarizes research related to indicators of college and career readiness, early warning systems, and indicator selection.	Field test the electronic LCAP template.
July 2015	Review and reflections of emerging college and career accountability systems from other states that can inform the design of California's system.	Present SBE updated evaluation rubrics development plan and seek feedback regarding policy frame for the evaluation rubrics.	
July 2015-September 2015 Development Activities completed by CDE/SBE/ & WestEd Staff	Develop an Information Memorandum that reviews California accountability components relative to the LCFF state priorities and SBE guiding principles.	Develop evaluation rubrics prototypes. Analyze data and present findings in an SBE Information Memorandum to define California context for the LCFF evaluation rubrics.	Analysis of LCAP electronic template pilot.
SBE Meeting	**Proposed Transition**	**Development of LCFF**	**Update on LCAP**

	to New Accountability System	Evaluation Rubrics	Template/ Implementation Process
September 2015	Present recommendations for proposed policy framework for developing a new accountability system. These recommendations will create support structures to foster transparency, flexibility, and equity.	Present recommendations to structure the evaluation rubrics prototype to align with the SBE's policy statements. Discuss the decision points on standards and expectations for improvement and parameters for local metrics to support the proposed framework.	Report on LCAP electronic template pilot test results.
September 2015- December 2015 Development Activities	Analysis of "underbrush, or existing accountability language in statutes and regulations that may need to be modified or eliminated to align with and support California's new accountability system.	Provide process to gather user feedback for select components of the evaluation rubrics based on state representative sample of LEAs participating in User Acceptance Testing (UAT).	
November 2015	**Recommendations for a Framework and Implementation Plan for Accountability System** – Comprehensive design architecture with specifications reflecting policy implications for a new accountability system. (Attachment 1)	Update on UAT piloting select components of the LCFF evaluation rubrics design options and integration of data. (Attachment 5)	Lessons learned from submitting Year 2 LCAP and first year Annual Update. (Attachment 3)
SBE Meeting	**Proposed Transition**	**Development of LCFF**	**Update on LCAP**

	to New Accountability System	Evaluation Rubrics	Template/ Implementation Process
January 2016	Develop components that provide useful information that helps parents, districts, charter schools, and county offices of education and policymakers make important decisions.	Present the SBE with final design features of the evaluation rubrics based on user pilot experiences and feedback.	Present the proposed electronic LCAP template to be released in February 2016.
March 2016	Discuss strategies to build capacity and increase support for districts, charter schools and county offices.	Present the SBE with update on use and evaluation of the rubrics prototype.	Discussion on efforts to diagnose and respond to challenges through school-based quality improvement.
May 2016	Present system elements that encourage continuous improvement focused on student-level outcomes, using multiple measures for state and local priorities.	Finalize evaluation rubrics based on guidance from the SBE, feedback from LEAs, COEs and as appropriate input from stakeholders.	
July 2016	Promote system-wide integration and innovation.	**Final LCFF Evaluation Rubrics for SBE Adoption.**	

Communication and Outreach

A summary of the communication and outreach sessions that have been completed since the September SBE meeting are presented below. The SBE and CDE will continue to work with the California Comprehensive Center at WestEd to convene meetings to gather information that will help inform the implementation of the new accountability system.

- *Foster Youth* – The 2015 Budget Act appropriated $25.4 million for foster youth services. The supplemental funding is contingent upon Assembly Bill (AB) 854 (Weber) that was signed by the Governor on October 11, 2015 (Chapter 781,

Statutes of 2015) to modify the Foster Youth Services (FYS) program to align with the LCFF. The proposal to restructure the FYS program to align with the LCFF requires the provision of services for all foster youth students, regardless of placement, and replaces the direct services model with a coordinated service model that specifically focuses on reducing duplicative efforts in providing services for foster youth. It is the intent of the Legislature that a county office of education, in the development and adoption of its LCAP, include information specific to the transition from FYS program to the Foster Youth Services Coordinating (FYSC) program when describing the coordination of services for foster youth. Similarly, the Legislature intends that school districts include information specific to the transition requirement for the 2015–16 and 2016–17 fiscal years in their LCAP when describing services for foster youth.

In addition, the CDE successfully completed the first year of data collection on foster youth using a match process with the California Department of Social Services (CDSS) Child Welfare System/Case Management System (CWS/CMS). The statewide process matches the California Longitudinal Pupil Achievement Data System (CALPADS) enrollment data to data from the CWS/CMS. CALPADS reports and extracts are available so that LEAs are informed as to the students identified as foster youth from this match. The foster data are updated in CALPADS on a weekly basis so that LEAs will receive regular reports on foster youth. The certified counts of foster youth in CALPADS were 30,038 for 2013-14 and 45,152 for 2014-15. The purpose of these reports is to identify for LEAs the foster youth students enrolled in their schools so that services can be better coordinated and provided to these youth and LEAs can continuously serve the appropriate population. Additional information on the coordination of services and data collection for foster youth will be reported out in a future Information Memorandum for the SBE.

- *Policy Stakeholder Session* – On October 27th, WestEd convened representatives from statewide and community-based organizations to review the mock-up of the practice and quality standards, customized narratives, and draft practice guides for the prototype of the *Graduation* section of the evaluation rubrics. The mock-ups shared with the group were the same sections reviewed and tested through the User Acceptance Testing (UAT) process (Attachment 5).

  The input provided will be used to help inform the content and structure of the evaluation rubrics and Phase II of the UAT that will focus on the standards and design of the evaluation rubrics. Additional sessions will be scheduled to review and discuss specific components of the evaluation rubrics (e.g., data displays, use of local metric selection tool, and practice guides to support meaningful engagement and deeper inquiry into LEA performance).

- *State Superintendent of Public Instruction Task Force on Accountability* – The SSPI's Accountability and Continuous Improvement Task Force (Task Force), co-chaired by Eric Heins, President of the California Teachers Association, and

Wes Smith, Executive Director of the Association of County School Administrators, held their first meeting on September 21, 2015. Additional meeting dates are planned for November 2015 and January and February 2016.

The Task Force is studying accountability and continuous improvement issues and anticipates making recommendations early next year on more effective ways to measure and support progress among schools and students. Task Force findings will be offered in a final report summarizing recommendations for a new California system of public education accountability/continuous improvement; and strategies for modifying and removing existing law, regulations, and other items supporting the previous Academic Performance Index-based system. The final report will be provided to the SSPI who will utilize it as the basis for his required submission of recommendations to the SBE and state Legislature as required by existing legislation (AB 484).

Resources

With the recent completion of the second year of LCAPs and the first year of the Annual Update, LEAs have successfully navigated the use of two LCAP templates and two sets of expenditure regulations. As the state continues to transition to full implementation of the LCFF by increasing the funding targets, staffing the California Collaborative for Educational Excellence (CCEE) and developing the evaluation rubrics, LEAs are providing valuable lessons learned from the implementation process to date. In many cases, LCAPs are challenging due to the length and complexity of information, and as a result, the implementation is falling short of coherent goals and transparent decisions about strategic resource allocation. Based on the feedback and lessons learned to date, fine-tuning of the template for the 2016–17 year may be needed.

One of the ways LEAs are adopting innovative strategies to streamline the LCAP is by adding an executive summary and posting it along with the full plan. Although these executive summaries are not required, when there is a local decision to develop and post these summaries, the local educational communities benefit from the condensed versions of the LCAPs and they become a more useful communication tool. Further, there is great potential to restructure the eTemplate (Attachment 4) to best meet the needs of all LEAs.

Policy recommendations have recently emerged in various reports that encourage LEAs to maximize this opportunity to exercise local control and strategic thinking through the implementation of the LCAP. For example, the Educational Policy Improvement Center (EPIC) released a policy paper entitled *From Accountability to Actionability: Making Sense of Multiple Measures in Local Control and Accountability Plans* (http://www.epiconline.org/from-accountability-to-actionability/). The report recommends that LEAs coordinate and synthesize information through the following: (1) use of multiple measures to develop greater coherence between inputs, processes, and outcomes linked to specific LCAP goals; (2) employ the matrix approach to monitor progress over time and as a communication tool for internal stakeholders; and (3)

create infographics and narrative descriptions as a means to communicate critical information to external stakeholders.

The list of resources below provides some examples of LEAs that coordinated and synthesized LCAP content through the use of infographics, executive summaries, dashboards, and blogs/Websites that were devoted to LCFF and LCAP information. Future SBE items will continue to showcase examples of strategic decision making and effective communication of the LCAP and Annual Update that LEAs are producing for their educational communities.

Infographics
- Bear Valley Unified School District http://bearvalleyusd.edliotest.com/ourpages/LCAP/LCAP_BearValleyUSD15_082015_Infographic.pdf
- West Contra Costa Unified School District http://www.wccusd.net/Page/5246

Executive Summaries
- Etiwanda School District (http://www.etiwanda.org/) http://www.etiwanda.org/district/LCAPExecutiveSummary.pdf
- Orange Unified School District (http://www.orangeusd.k12.ca.us/) http://www.orangeusd.k12.ca.us/LCFF/pdf/LCAPExecutiveSummary6-6.pdf
- Red Bluff Joint Union High School District (http://www.rbhsd.org/) (https://d3jc3ahdjad7x7.cloudfront.net/w9nTdNSim7eEFL3KAfhHVETPQutRmWQKRgBE1gpUqPSdhuk0.pdf
- Santee Unified School District (http://www.santeesd.net) http://www.santeesd.net/cms/lib/CA01000468/Centricity/Domain/847/LCAP%202015%20Executive%20Summary%2003%2004%2015%20-%20Single%20Pages.pdf
- West Contra Costa Unified School District (http://www.wccusd.net) http://www.wccusd.net/cms/lib03/CA01001466/Centricity/Domain/961/2%202015-16%20LCAP%20Executive%20Summary%20Rev%2006042015.pdf

Dashboards
- Etiwanda School District http://www.etiwanda.org/district/LCAPDashboard.pdf
- Madera Unified School District http://lcap.madera.k12.ca.us/
- West Contra Costa Unified School District http://www.wccusd.net/dashboard

Blogs and LCFF Specific Websites
- Elk Grove Unified School District http://blogs.egusd.net/lcff-lcap/
- Berkeley Unified School District http://www.berkeleyschools.net/local-control/lcap/