California Education Policy
Overview 2015

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California Context

• 6.3 million students, 53% Hispanic, 1.4 million English learners
• Larger enrollment than 22 smallest states, 11,130 schools
• Below national average in spending and NAEP; above in poverty
• Lowest percent in US of English spoken at home
Top Priorities

• Common Core State Standards
• Local Control and Accountability Plans/Annual Update
• Multiple Measures Accountability
• Chief Goal is Improving Classroom Instruction
Complexity of California

• DC does not understand California’s complexity or policy overload risk
  – California can implement its agenda- but not Duncan’s simultaneously

• Do not change teacher evaluation or accountability during transition to Common Core
Beware of Policy Overload

• Delayed teacher evaluation during Smarter Balanced implementation, no Race To The Top (RTTT), no ESEA waiver

• Use Smarter Balanced assessments as instructional improvement tool
Policy Context

• Policy window opens in 2012- $44 billion, state aid increase since 2008
• Patience, persistence and humility for 8 years
• Grand coalition support for Common Core State Standards including Higher Education and California Teachers Association (CTA)
State Policy Alignment Strategy

- Look for policy gaps, conflicts, and lack of depth in relation to CCSS
Policy Reform

• Reform local school budget process to improve pupil outcomes
• Change local process for allocating resources
• Use county offices to oversee new local budgeting
• School Quality Improvement System (CORE)
• California Collaborative for Educational Excellence
Local Control and Accountability Plan (LCAP)

Organized into 3 Sections:

– Stakeholder Engagement

– Goals, Actions, Expenditures and Progress Indicators
  • Annual Update

– Use of Supplemental and Concentration Grant Funds and Proportionality
Stakeholder Engagement

- In addition to the required committees, LEAs must *consult* with stakeholders, rather than just engage with them.

- Stakeholders that must be consulted are:
  - School personnel
  - Local bargaining units
  - Parents
  - Students
  - Community
Annual Update

- LEAs must complete an Annual Update table for each of the LEA’s goals for the current year LCAP (including Common Core)

- Annual Update includes:
  - A review of any changes in the applicability of the goals described in the LCAP
  - A review of progress toward the goals included in the LCAP and an assessment of the effectiveness of the specific actions used to accomplish the goals
  - A list and description of the expenditures that were used to implement the actions and any changes to the actions
## School Quality Improvement System

### School Quality Improvement (SQI) Index

<table>
<thead>
<tr>
<th>All</th>
<th>Latino</th>
<th>Low Income</th>
<th>---</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Performance</strong>&lt;br&gt;How well students at this school perform on standardized tests.</td>
<td>This school</td>
<td>District Average</td>
<td>State Average</td>
</tr>
<tr>
<td></td>
<td>88</td>
<td>76</td>
<td>65</td>
</tr>
<tr>
<td><strong>Growth</strong>&lt;br&gt;How well the school improves student performance over time.</td>
<td>46</td>
<td>55</td>
<td>68</td>
</tr>
<tr>
<td><strong>Chronic Absenteeism</strong>&lt;br&gt;The about of students who attend regularly over the course of the school year.</td>
<td>72</td>
<td>69</td>
<td>59</td>
</tr>
<tr>
<td><strong>Culture-Climate Survey</strong>&lt;br&gt;Measures a range of factors that contribute to academic achievement.</td>
<td>74</td>
<td>75</td>
<td>68</td>
</tr>
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School Quality Improvement System

**88**

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<table>
<thead>
<tr>
<th><strong>Suspension/Expulsion</strong></th>
<th>This school</th>
<th>District Average</th>
<th>State Average</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>Measures how well the school handles discipline issues for the good of all students.</td>
<td>38</td>
<td>56</td>
<td>57</td>
<td>↑</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Social-Emotional Skills</strong></th>
<th>This school</th>
<th>District Average</th>
<th>State Average</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well does this school support social-emotional skills that have a transformative effect on student outcomes.</td>
<td>92</td>
<td>88</td>
<td>87</td>
<td>↓</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>ELL Redesignation Rate</strong></th>
<th>This school</th>
<th>District Average</th>
<th>State Average</th>
<th>Trend</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well are students support in a transition to being fluent English speakers.</td>
<td>84</td>
<td>87</td>
<td>83</td>
<td>↑</td>
</tr>
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<th><strong>Designation</strong></th>
<th>REWARD</th>
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<td>How the state categorizes this school’s rating.</td>
<td></td>
</tr>
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</table>
California Collaborative for Educational Excellence (E.C. 52074)

• Purpose:
  • Advise and assist school districts, county superintendent of schools, and charter schools in achieving goals set forth in a local control and accountability plan

• Process:
  • Governing Board appointed
  • Fiscal agent selected
  • Organizing meeting