The California Context: One Size Does Not Fit All
Our California Journey

- 1990’s: Public School Accountability Act
  ✓ API
- 2001: No Child Left Behind
  ✓ AYP
- 2013: Local Control – Continuous Improvement
- 2015: Every Student Succeeds Act
- Our Future: One System Serving the Whole Child
Where have we been?

As Journey Partners, in the last six years we have,
• Restored fiscal stability following the Recession,
• Adopted and supported implementation of new California Standards,
• Adopted and implemented the Local Control Funding Formula,
• Revolutionized our Accountability Systems,
• Begun development of our Continuous Improvement and Capacity Building systems, and
• Started to promulgate still nascent P-12 mindsets, structures, and financing.
Teaming up for P-12 Success... 

What does it take? 

Courageous Leadership
Teaming Up for Success!

State Systemic Policy Reform

State Policy Alignment Strategy

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

Mike Kirst, “On California, 2/20/17”
Coalition-Building:
Labor-Management Initiative
California Labor Management Initiative
California Labor Management Initiative
Use the relationship between multiplication and division to explain that \( \frac{3}{4} \times \frac{3}{4} = \frac{9}{16} \).
Strategic Priority Areas

1. California Standards
2. Teaching and Leading Excellence
3. Student Success
4. Systems Change and Supports for Strategic Priorities
5. Continuous Improvement and Accountability Systems
California Policy and Deeper Learning

- The Policy Revolution: Local Control Funding Formula
- Accountability and Continuous Improvement Ethos and Culture Shifts
- Serious and Systematic Implementation
The Local Control Funding Formula

- Two principles:
  - Equity
  - Greater flexibility for educators.
Local control is a way of empowering the people closest to the students and those within the community to contribute to making decisions about what is needed for students to succeed at the highest level and accepting shared responsibility for the student progress related to those decisions.
CA State LCFF Priorities
Planning components and implementation tools: Today

- Single Plan for Student Achievement (SPSA)
- Local Control Accountability Plan (LCAP)
- Local Education Agency Plan (LEAP)
- ESSA State Plan (To Be Developed)
- California School Recognition Program

Dashboard (LCFF Evaluation Rubrics)
**Major Plan Integration Pathway**

```
Local Control Accountability and Continuous Improvement Plan (LACIP)

Local Control Accountability Plan (LCAP)

Local Education Agency Plan (LEAP)

Single Plan for Student Achievement (SPSA)

ESSA State Plan

California School Recognition Program

State Accountability and Continuous Improvement Plan (SACIP)
```

Dashboard (Evaluation Rubrics)
<table>
<thead>
<tr>
<th>Priority Area</th>
<th>State Indicator</th>
<th>Local Indicator</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Services or Basic Conditions at schools</td>
<td></td>
<td>Basic Conditions at School</td>
</tr>
<tr>
<td>Priority 1</td>
<td></td>
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<tr>
<td>Implementation of State Academic Standards</td>
<td></td>
<td>Implementation of State Academic Standards</td>
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<td>Priority 2</td>
<td></td>
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<tr>
<td>Parental Engagement</td>
<td></td>
<td>Parent Engagement</td>
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<tr>
<td>Priority 3</td>
<td></td>
<td></td>
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<tr>
<td>Student Achievement</td>
<td>Academic Indicator</td>
<td></td>
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<tr>
<td>Priority 4</td>
<td>English Learner Indicator</td>
<td></td>
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<tr>
<td>Student Engagement</td>
<td>Chronic Absence Indicator</td>
<td></td>
</tr>
<tr>
<td>Priority 5</td>
<td>Graduation Rate Indicator*</td>
<td></td>
</tr>
<tr>
<td>School Climate</td>
<td>Suspension Rate Indicator</td>
<td>Local Climate Survey</td>
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<tr>
<td>Priority 6</td>
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<tr>
<td>Access to a Broad Course of Study</td>
<td>College/Career Indicator*</td>
<td></td>
</tr>
<tr>
<td>Priority 7</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Outcomes in a Broad Course of Study</td>
<td>College/Career Indicator*</td>
<td></td>
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<tr>
<td>Priority 8</td>
<td></td>
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<tr>
<td>Coordination of Services for Expelled Students</td>
<td>Coordination of Services for Expelled Students**</td>
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<tr>
<td>Priority 9</td>
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<tr>
<td>Coordination of Services for Expelled Students</td>
<td>Coordination of Services for Foster Youth**</td>
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<td>Priority 10</td>
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</table>
Toward Equity and Coherence?
California's Funding Formula in Year 3

By Contributing Blogger on May 15, 2017 2:20 AM | 1 Comment

By the members of the LCFF Research Collaborative
The Local Control Funding Formula Research Collaborative (LCFFRC) released our latest report on the implementation of California's Local Control Funding Formula (LCFF) earlier this month. In this year's study, we found continuing reasons for optimism, but also some persistent obstacles that impede district efforts to realize the full intent of the law.

Our optimism stems from districts' continuing efforts to adapt their strategies to improve stakeholder engagement and use their resources to better address the needs of LCFF's target students--those living in poverty, English learners, and foster youth. The obstacles include low capacity…
Our Continuing Journey Together on the California Way: Accountability
Preparing All Students for College, Career, Life, and Leadership in The 21st Century

Superintendent’s Advisory Task Force on Accountability and Continuous Improvement

May 2016

Performance. Equity. Improvement.
California’s Accountability and Continuous Improvement System

Performance

Equity

Improvement
High School Graduation Performance Equity
Dashboard: State Versus Local Performance

<table>
<thead>
<tr>
<th>State</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>![State Performance Icons]</td>
<td>Met</td>
</tr>
<tr>
<td>Performance determined by state based on the 5X5 colored table</td>
<td>Not Met</td>
</tr>
<tr>
<td></td>
<td>Not Met for Two or More Years</td>
</tr>
<tr>
<td></td>
<td>Performance determined by LEA based on state-created standards</td>
</tr>
</tbody>
</table>
The importance of **continuous improvement** in the new accountability system.

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**State Indicators 5X5**

<table>
<thead>
<tr>
<th>Status</th>
<th>Level</th>
<th>Declined</th>
<th>Declined</th>
<th>Maintained</th>
<th>Increased</th>
<th>Increased Significantly</th>
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<tbody>
<tr>
<td>Very High</td>
<td>Yellow</td>
<td>Green</td>
<td>Blue</td>
<td>Blue</td>
<td>Blue</td>
<td></td>
</tr>
<tr>
<td>High</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td>Blue</td>
<td></td>
</tr>
<tr>
<td>Medium</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Green</td>
<td>Green</td>
<td></td>
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<tr>
<td>Low</td>
<td>Red</td>
<td>Orange</td>
<td>Orange</td>
<td>Yellow</td>
<td>Yellow</td>
<td></td>
</tr>
<tr>
<td>Very Low</td>
<td>Red</td>
<td>Red</td>
<td>Red</td>
<td>Orange</td>
<td>Yellow</td>
<td></td>
</tr>
</tbody>
</table>
California students go online in record numbers to take Common Core-aligned tests, with few glitches
Nearly half of California school districts earn top ratings for lowering suspensions
California Graduation Rates

Percentage of Students Who Graduated in 4 Years

Class of 2010: 74.7
Class of 2011: 77.1
Class of 2012: 78.9
Class of 2013: 80.4
Class of 2014: 81
Class of 2015: 82.3
Class of 2016: 83.2
California Graduation Rates

- Up 7 years in a row to all-time high
- From 74.7% in 2010 to 83.2% in 2016
- English Learners 56.4% to 72.1%
- African Americans 60.5% to 72.6%
- Latinos 68.1% to 80%
Our Continuing Journey
Together on the California Way: Continuous Improvement
Continuous Improvement

is...

... a methodical approach
to identify need(s) and to
constantly measure, analyze,
and respond to performance
across a system to
improve outcomes!
Improvement Support

State and Federal Policy Context

Stakeholders and Communities

Improvement and Shared Learning for All Districts and Schools

Focused Improvement Support

Intensive Improvement Support

California's Accountability and Continuous Improvement System Guiding Principles

California's Accountability and Continuous Improvement System Vision

The California Way and the Right Drivers
Pilot Framework

Phases of Implementation

**Phase I** (3-4 months)
- Review district information
- Identify stakeholder groups and local leadership team
- Capture local story

**Phase II** (3-7 months)
- Prioritize local goals
- Identify district of focus (process, broken, solved)
- Document alignment with LCAP
- Develop and implement plans to share out Phase II results with stakeholders

**Phase III** (2 years)
- Collect data (monitoring)
- Establish Comprehensive Improvement Cycle
- Ongoing check-in
- Regular report back to stakeholders

**Legend**
- SHARED responsibility
- LEA responsibility
<table>
<thead>
<tr>
<th>Key Recommendation</th>
<th>Status</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilize multiple measures to highlight performance and improvement</td>
<td>“Status” and “Change” incorporated into “California School Dashboard”</td>
</tr>
<tr>
<td>Ensure a deliberate focus on supporting equity</td>
<td>Equity report incorporated in top level of dashboard</td>
</tr>
<tr>
<td>Develop state-level continuous improvement capacity involving CDE, CCEE, and COEs</td>
<td>CCEE launched and providing support for California School Dashboard/LCAP continuous improvement cycles through professional development, networks, and pilot activities</td>
</tr>
<tr>
<td>Key Recommendation</td>
<td>Status</td>
</tr>
<tr>
<td>------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Develop “tiered” improvement supports</td>
<td>Multi-level framework of “All,” “Differentiated,” and “Intensive” now being incorporated into state level planning work</td>
</tr>
<tr>
<td>Integrate and align key plans required of LEAs and schools</td>
<td>LCAP/LEA Plan integration pathway developed (SBE memo forthcoming)</td>
</tr>
<tr>
<td>Develop a multiple measures dashboard for transparent accountability and to inform improvement efforts</td>
<td>California School Dashboard rolled out!</td>
</tr>
</tbody>
</table>
Engage in awesome and united communications work to roll out and utilize the California School Dashboard

Engage in continuous improvement of the California School Dashboard (work currently underway with School Conditions and Climate, English learner indicators)

Continue plan integration work

Continue development of state and regional support systems
Teaming Up for Success!

CDE Team Advancement
Teaming Up for Success!

Discover (assess)

Design (support)

Deliver (improve)

CDE Team Advancement
Continuous Improvement Cycle
Teaming Up for Success!

CDE Continuous Improvement Cycle Over Time

[Diagram of continuous improvement cycle with stages labeled 'Discover/Assess' and 'Design/Support', progressing through 'Deliver/Improve' stages, and ending with a 'Continuous Improvement' stage.]
Teaming Up for Success!

Executive Team

Leadership Team

CDE Team Advancement

Team Engagement

CDE Team Summit

CDE 100 (Expanded Leadership)
Teaming Up for Success!

Executive Team
Discover (assess)
Deliver (improve)
Design (support)
CDE Team Summit
Leadership Team
CDE 100 (Expanded Leadership)

The CALIFORNIA Way
Teaming Up for Success!

Another view: CDE’s Theory of Change

IQ\(x\)E = C

Innovation Quality \(\times\) Engagement = Change: Increase in CDE Team Capacity
“Skinny Budget”
- Proposal
- Starting point for negotiations with Congress
- Indication of President's priorities
Teaming Up for Success!

Organization 2017
California Department of Education

State Superintendent of Public Instruction and Director of Education
Tom Torlakson

Chief Deputy Superintendents of Public Instruction
Glen Price, Michelle Zumot

State Board of Education
Karen Stapf Walters, Executive Director

District, School & Innovation Branch
Keric Ashley, Deputy Superintendent of Public Instruction

Analysis, Measurement & Accountability Reporting Division
Cindy Kazanis, Director

Assessment Development & Administration Division
Michelle Center, Director

Improvement & Accountability Division
Robert Sterrelli, Director

Educational Data Management Division
Jerry Winiker, Director

Services for Administration, Finance, Technology, & Infrastructure Branch
Nick Schweizer, Deputy Superintendent of Public Instruction

Fiscal & Administrative Services Division
Roxanne Erskie, Director

Personnel Services Division
Sharon Taylor, Director

School Fiscal Services Division
Peter Foggia, Director

Technology Services Division
Kevin Matsuo, Director

School Facilities & Transportation Services Division
Juan Mireles, Director

Charter Schools Division
Cindy Chan, Director

Instruction & Learning Support Branch
Tom Adams, Deputy Superintendent of Public Instruction

English Learner Support Division
Veronica Aguila, Director

Curriculum Frameworks & Instructional Resources Division
Stephanie Gregson, Director

Professional Learning Support Division
Brent Malcote, Director

Career & College Transition Division
Donna Wyatt, Director

Early Education and Support Division
Debra McMannis, Director

State Special Schools & Services Division
Scott Kerby, Director

Student Support & Special Services Branch
William Ellerbee, Deputy Superintendent of Public Instruction

Nutrition Services Division
Sandip Kaur, Director

Special Education Division
Kristen Wight, Director

State Board of Education
Karen Stapf Walters, Executive Director

CDE Mission & Vision
"California will provide world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world."
Teaming Up for Success!

Lessons We Are Learning at CDE on the California Way:

**Lesson 1:** Continuous improvement work requires listening before leading. Humility is an essential feature, especially before attempting to shift work culture.

**Lesson 2:** The “discovery” portion of the continuous improvement cycle requires that leaders give up the notion that they have all the answers—we can learn from all voices.
Lesson 3: Sometimes you have to go slow to go far; this work takes time. Building genuine trust between stakeholders means investing in relationships; leaders need to “walk the talk” and “talk the walk”

Lesson 4: Continuous improvement is not for someone else to do or something to do when our “regular” work is done. It is everyone’s work, all of the time.
As Journey Partners, in the next twenty months, we have important work to do. We must:
- Get serious about defining, testing, and implementing rigorous continuous improvement systems
- Engage in significant intra-organizational institutional development efforts enabling our organizations to effectively support California Way travelers,
- Utilize ESSA funds to further catalyze development of CA’s System of Support:
- Lay the foundation for the “P” portion of the P-12 continuum.
Teaming up for P-12 Success…

What does it take?

Courageous Leadership
...rests on the belief that educators want to excel, trusts them to improve when given the proper supports, and provides local schools and districts with the flexibility to deploy resources so they can improve.