

Local Control Funding Formula Rubric Design Overview

August 2014

On July 1, 2013 California began transitioning from a complex and arcane set of programs and formulas used to fund K-12 education, commonly referred to as revenue limit and categorical funding, to a simplified formula referred to as the Local Control Funding Formula (LCFF). Under LCFF, local educational agencies (LEA – districts, county offices of education, and charter schools) are funded the same amount per student with adjustments based on (1) grade level and (2) demographic characteristics.

Full implementation of LCFF was projected to take approximately eight years. As California begins its second year under LCFF, funding levels are tracking with this projected implementation pace. However, LCFF is more than simply a change in funding formulas. It also aims to affect how spending decisions are made and shared. LCFF requires that all LEAs create a Local Control and Accountability Plan (LCAP) that documents the alignment between student needs, goals, services, outcomes, and spending. The State Board of Education (SBE) was given responsibility for adopting regulations to support the full implementation of LCFF. This includes spending regulations, a template for the LCAP, and evaluation rubrics. The table below provides a brief description of the SBE’s regulatory elements.

Spending Regulations	LCAP Template	Evaluation Rubrics
<p><i>Define</i> Clarify key terms and conditions to support local implementation that achieves LCFF implementation objectives</p>	<p><i>Organize and Communicate</i> Demonstrate through the development and sharing of the LCAP that local implementation supports LCFF implementation objectives and regulations</p>	<p><i>Assess and Indicate Assistance</i> Provide a process for assessing performance and identifying where assistance is needed based on standards for school district and individual schoolsite performance and expectations for improvement in regard to each of the state priorities under the LCFF</p>
<p>Connecting Elements/Guiding Principles</p> <ul style="list-style-type: none"> • Performance-focused – relationship between plans, funding use, and outcomes for students • Simplicity and transparency • Student-focused – local identification of needs, provides equitable opportunity • State priorities – define metrics, but rely on local determination of measurement • Stakeholder Engagement – parents, community, educators 		

In January 2014, the SBE approved emergency spending and LCAP regulations. In July 2014, the SBE reviewed proposed permanent regulations and is expected to adopt permanent spending and LCAP regulations in Fall 2014. In addition, LCFF statute requires the SBE to adopt evaluation rubrics by October 1, 2015. The evaluation rubrics are an integral part of the LCFF performance and accountability system. Once developed, the rubrics will serve as tools to ensure LEAs are able to align resources to implement strategies that result in meaningful student outcomes. The rubrics will also direct attention to areas in need of additional support to meet the adopted standards for district and school performance relative to the state and local priorities.

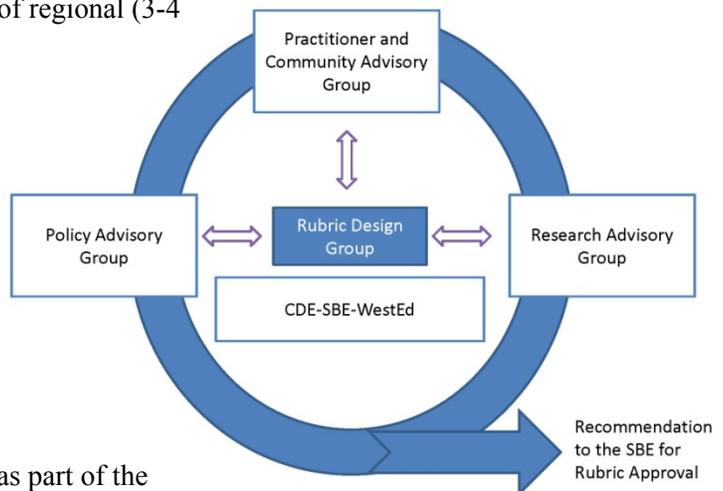
Rubric Development Process

The SBE has asked WestEd to coordinate and facilitate a process for developing rubrics that takes into account the following:

- Stakeholder input that reflects knowledge and experience from practitioners, researchers, students, and parents.
- Relevant application to the diverse range of LEAs that will use the rubrics, including factors such as regional differences, types of LEAs, sizes of LEAs, student demographics, and baseline outcomes.
- Fidelity to the LCFF design principles as identified in the legislation (i.e., performance, equity, engagement, outcomes, and local flexibility).

WestEd’s proposed rubric development process includes a Rubric Design Group (RDG) comprised of educational leaders from school districts, county offices of education (COEs), and charter schools; CDE staff with responsibility for monitoring COEs; and SBE representatives. The work of the RDG will be informed by three additional working groups:

- Practitioner and Community—A series of regional (3-4 locations) advisory group meetings that will include LEA leaders, teachers, students, and parents to gain input and insight from local experiences.
- Research—State and national researchers with interest and knowledge related to education systems change, resource management, engagement, and student outcomes will meet to provide advice based on their research.
- Policy—The organizations represented as part of the LCAP implementation working group will be reconstituted and expanded to provide input to the rubric development.



A tentative timeline to support the creation of the rubrics is proposed:

- Summer 2014—WestEd commences facilitation and outreach for participation in Rubric Design Group; develop plan for engagement and input from working groups
- Summer/Fall 2014—Initial meetings of RDG to plan timeline for future meetings and deliverables established; organize and facilitate sessions with various working groups for preliminary input
- Spring 2015—First draft of evaluation rubrics completed by RDG
- Spring/Summer 2015—Organize and facilitate follow-up sessions with various working groups regarding draft evaluation rubrics

- September 2015—Evaluation rubrics adopted by the SBE
- October 1, 2015—Statutory deadline for adoption of the evaluation rubrics

Evaluation Rubric Legislation

The specific requirements of the evaluation rubrics are set forth in *EC* Section 52064.5:

- (a) On or before October 1, 2015, the state board shall adopt evaluation rubrics for all of the following purposes:
 - (1) To assist a school district, county office of education or charter school in evaluating strengths, weaknesses, and areas that require improvement.
 - (2) To assist a county superintendent of schools in identifying school districts and charter schools in need of technical assistance pursuant to Section 52071 or 47607.3 as applicable, and the specific priorities upon which the technical assistance should be focused.
 - (3) To assist the Superintendent in identifying school districts for which intervention pursuant to section 52072 is warranted.
- (b) The evaluation rubrics shall reflect a holistic, multidimensional assessment of school district and individual schoolsite performance and shall include all of the state priorities described in subdivision (d) of Section 52060.
- (c) As part of the evaluation rubrics, the state board shall adopt standards for school district and individual schoolsite performance and expectation for improvement in regard to each of the state priorities described in subdivision (d) of Section 52060.