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Overview of the Academic Accountability System for School Districts

PRESENTED TO: Assembly Budget Subcommittee No. 2
On Education Finance
Hon. Kevin McCarty, Chair



LEGISLATIVE ANALYST'S OFFICE

State Adopted New Academic Accountability System in 2013

Eight Priority Areas

- Statute specifies eight areas in which district performance is assessed: (1) student achievement, (2) student engagement, (3) other student outcomes, (4) course access, (5) school climate, (6) basic services, (7) implementation of state standards, and (8) parent engagement.

Associated Performance Measures

- Statute links certain performance measures to each priority area.

Local Control and Accountability Plans (LCAPs)

- Districts must set goals and specify actions they will take to improve in the eight priority areas. Goals are based upon the performance measures.
- In developing LCAPs, districts must seek feedback from school employees, students, and parents.
- District LCAPs must be approved by county offices of education (COEs).



School Dashboard Displays Performance Data

Every School and District Has Data Displayed on the Dashboard Website

- Dashboard encompasses all priority areas where statewide data is collected: student achievement (English/math test scores and English learner test scores), student engagement (graduation and chronic absence rates), school climate (suspension rates), and course access (college/career indicator).
- Performance is measured for each district, school, and numerically significant student subgroup.
- Performance is assessed based on a combination of current performance and changes in performance.
- Dashboard uses five color categories to classify performance: red (lowest), orange, yellow, green, and blue (highest).

State Uses Performance Results to Target District Support

- In fall 2018, state identified 343 districts as having poor performance for at least one student group in two or more areas. (The state also identified 31 COEs as having poor performance in their alternative education programs.)
- Of the identified districts and COEs, 243 (65 percent) were identified because of the performance of their students with disabilities.



Many Entities Are Involved in New Support System

COEs Support Identified Districts

- A COE could directly help a district improve.
- Alternatively, a COE could help the district find a team of experts to provide support.

Lead Agencies Serve Regional Roles

- The state now funds nine COEs and seven special education agencies to serve as leads within their regions.
- The COE leads assist other COEs in their regions, and, in some cases, provide direct district support.
- Special Education Local Plan Area (SELPA) leads provide support to other SELPAs. (Many SELPAs are regional consortia that consist of several district members and a COE member.)

California Collaborative on Educational Excellence (CCEE) Serves a Statewide Coordinating Role

- CCEE is a statewide agency established in 2013-14.
- It helps coordinate support and improve the quality of regional lead agencies.
- On rare occasions, it may also provide direct support to a district.



Major State Spending on District Support System

COEs

- \$489 million through the COE Local Control Funding Formula for COEs to support all districts.
- \$75 million for COEs to support identified districts. Funding is primarily based on the number and size of low-performing districts identified within the county. The Governor's budget amount is a \$20 million (37 percent) increase from the *2018-19 Budget Act*.

Lead Agencies

- \$10 million for SELPA leads.
- \$4 million for COE leads.

CCEE

- \$12 million for CCEE.

