Session agenda

- Moderator opening
- Four 10-minute panelist presentations
- Question and Answer
- Small group discussions: *"What are the implications of these research findings and practices for my work?"*
- Whole group share outs
- Moderator closing

Panelists

- Julie Marsh, Professor of Education Policy, USC Rossier School of Education
- Joe Bishop, Director of the Center for the Transformation of Schools, UCLA
- Sandra Lyon, Superintendent of Palm Springs Unified School District
- Mercedes Lovie, Associate Superintendent, Oceanside Unified School District

Julie Marsh

Professor of Education Policy, USC Rossier School of Education

@julieamarsh   @USC_CEPEG

LCFF's Equity Intent

- LCFF passed in 2013 with a clear equity mandate (vertical & horizontal)

- Fair and just treatment of students with greater academic needs requires the provision of additional resources

> *"..... A child in a family making $20,000 a year or speaking a language different from English or living in a foster home requires more help. Equal treatment for children in unequal situations is not justice."*
>
> - Governor Brown, January 2013 State of the State

LCFF Theory of Action
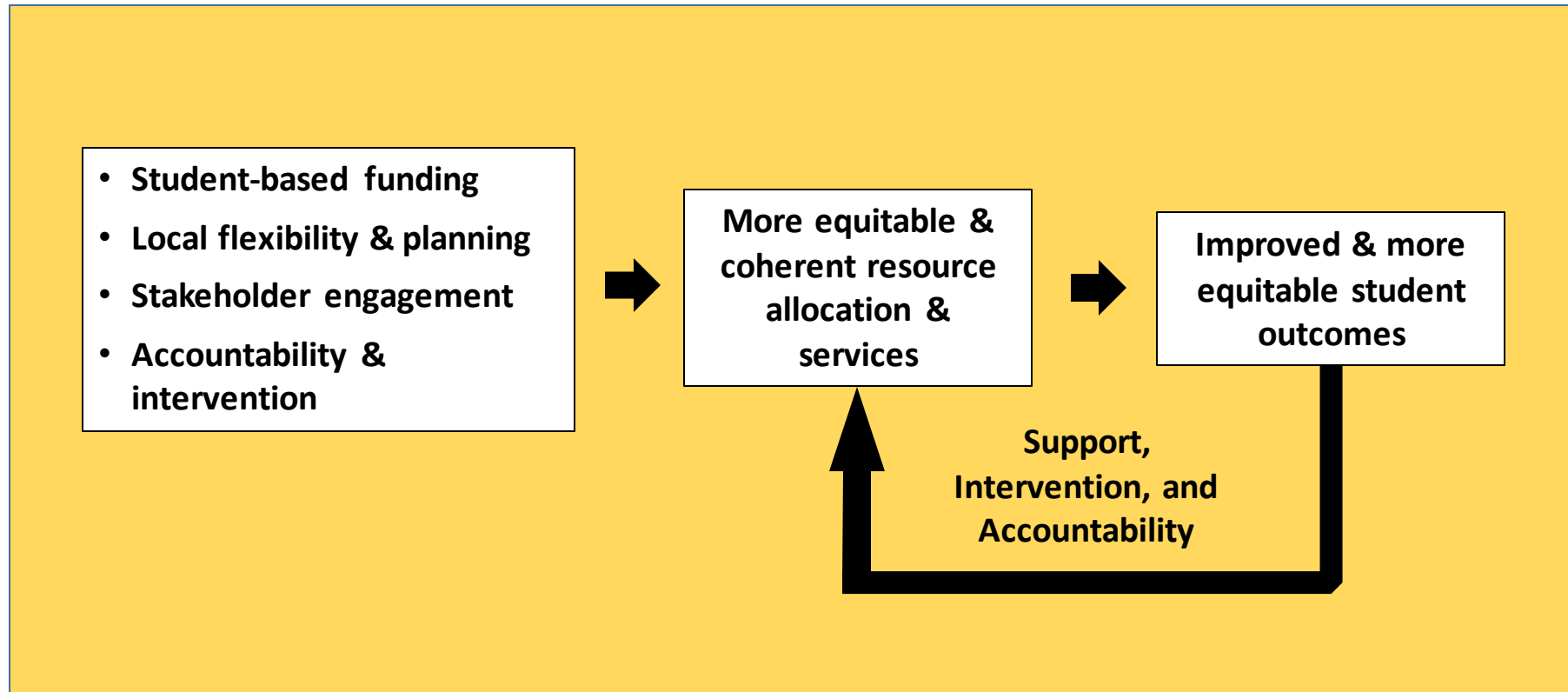
YES … and NO

+ Districts with high proportions of low-income students, ELs, or foster youth are receiving more funding than other districts (Bruno)

+ LCFF enjoys substantial support (Koppich & Humphrey; Willis et al.)

+/- LCFF is enhancing resource allocation practices, but additional progress may be constrained by inadequate base funds (Koppich & Humphrey)

+ Initial evidence that money targeted to districts with the greatest student needs has led to improvements in high school student outcomes (Johnson & Tanner)

+/- LCFF stakeholder engagement remains a challenge (Marsh et al.)

LCFF stakeholder engagement remains a challenge

Overall we find alignment with the *letter* but not the *spirit* of LCFF

\+ Strong support for LCFF's equity goals & engagement requirements

\+ Good faith efforts to comply

\- Low levels of participation, especially from under-represented groups

\- Limited opportunities for cross-stakeholder, 2-way communication about broad priorities

But there is hope …

\+ "Outlier" districts demonstrate what is possible

\+ Conditions highlight potential leverage points for improvement …

Local conditions shape LCFF engagement

Individual
     (Limited interest)
     Limited awareness
     Fatigue
     Limited capacity

Relational (trust/mistrust)

Organizational
     Limited capacity
     Work with partners
     History

Broader institutional-political

Local conditions shape L

Individual
(Limited interest)
Limited awareness
Fatigue
Limited capacity

Relational (trust/mistrust)

Organizational
Limited capacity
Work with partners
History

Broader institutional-political

91% of Superintendents cite lack of stakeholder interest as a major or minor reason for poor or average stakeholder engagement

YET

More than 60% of voters say they want to be involved in setting goals & reviewing progress made by their public schools and/or deciding how to allocate resources to advance goals

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Policy, Equity and
Governance

Local conditions shape LCFF engagement

Individual
    (Limited interest)
    Limited awareness
    Fatigue
    Limited capacity

Relational (trust/mistrust)

Organizational
    Limited capacity
    Work with partners
    History

Broader institutional-political

In 2018, only 17% of registered voters had heard or read a good deal or little about LCFF

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Governance

Local conditions shape LCFF engagement

Individual
  (Limited interest)
  Limited awareness
  Fatigue
  Limited capacity

Relational (trust/mistrust)

Organizational
  Limited capacity
  Work with partners
  History

Broader institutional-political

1/2 of Superintendents cited lack of stakeholder time, skills & knowledge to participate as a major or minor reason for poor or average stakeholder engagement

Outlier case districts saw community as a resource; saw capacity not as fixed

Local conditions shape LCFF engagement

Individual
  (Limited interest)
  Limited awareness
  Fatigue
  Limited capacity

Relational (trust/mistrust)

Organizational
  Limited capacity
  Work with partners
  History

Broader institutional-political

Many districts lacked capacity to engage stakeholders, although few reported so in later years

Outlier districts benefited from partnerships

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Center on Education Policy, Equity and Governance

Variations in conceptions of equity also may play a role

- Not all district actors define equity the same way: great variation within and across districts
  - Some of these conceptions (e.g., "equity as equal for all") may differ from state policymaker intent for LCFF

- These conceptions relate to how LCFF resources are allocated
  - Some are targeting them & others are allocating evenly across district

- There appears to be strong relationships between how districts engage stakeholders & how they think about equity & resource allocation
  - Coherent equity conceptions, targeted resource allocation & broad/deep stakeholder engagement appear to be linked

Joe Bishop
Director of the Center for the Transformation of Schools, UCLA

@joepbishop   @USC_CEPEG

Joseph Bishop, Ph.D.

PACE Conference: February 22, 2019: Executing the Big Ideas Behind LCFF

UCLA CENTER FOR THE TRANSFORMATION OF SCHOOLS

Intent doesn't yield immediate results

"A major barrier has been adult belief about what is possible for each student--specifically whether or not they are capable of a meaningful graduation. Many of the systems we have had to unravel have been the result of adults sorting students into paths based on beliefs about what these students can and cannot do. Most of the students affected by this are our English Learners and special education students."

- *Local Area Superintendent*

Guiding Question

- **How are districts operationalizing equity under LCFF?**

What's really happening?

Case Studies on District Implementation

Goal: Help inform the field of promising practices

- **Three Southern California Districts: April Release**
- **1 Central & 2 Northern California Districts**
- **Video case studies to accompany each written**

Findings

1. **Strong district leadership combined with smarter, flexible funding can be powerful.**

2. **LCFF has given districts flexibility to double down on <u>existing efforts</u> to support stronger achievement and readiness for low-income students of color and second language learners.**

3. **It's difficult to implement an ambitious district vision <u>while simultaneously making big cuts</u>.**

4. **LCFF is <u>just ONE</u> of many key ingredients that has led to changes.**

5. **Districts are leveraging resources in very innovative ways to improve learning for student groups.**

District A: Detracking & Meaningful Graduation

- **Step 1: Senior transcript equity audits**
- **Step 2: Focus on meaningful graduation and preparation**
- **Step 3: Restructure district support (e.g. counselors, master schedules, common practices, coordination)**
- **Step 4: Start detracking process (low-level courses) and improve access (AP, LOTE, EL reclass)**

District B: Preschool & Family-Centered Strategies

- **Step 1: Comprehensive, community led visioning**
- **Step 2: Determine a focus: preschool, early prevention and support**
- **Step 3: Expand access to high quality preschool through state universal preschool dollars, LCFF funds and regional partnerships**
- **Step 4: Offer high quality preschool to the children of district staff**

District C: Tearing Down Walls for Rich Student & Educator Learning

- **Step 1: Ask and visit schools where great work is happening**
- **Step 2: Leverage the expertise of teachers**
- **Step 3: Spread co-teaching models within and across school sites**
- **Step 4: Utilize teacher leadership to develop common social and emotional strategies across the district (PBIS; MTSS)**

Recommendations

1. **Need to document district change and student learning not captured in the dashboard**

2. **Better ways to spread expertise of local school communities across the state**

3. **Address perceptions that districts are now resource rich**

4. **Continue to improve and build new tools like CA MTSS state pilot or the "how of LCFF"**

Sandra Lyon

Superintendent of Palm Springs Unified School District

@PSUSD

ABOUT PALM SPRINGS UNIFIED

27
Schools

High School	5	Preschool	15
Middle School	5	Charter	1
Elementary	16	Virtual	1

6 DISTINGUISHED Schools

PSUSD
PALM SPRINGS
UNIFIED
SCHOOL DISTRICT
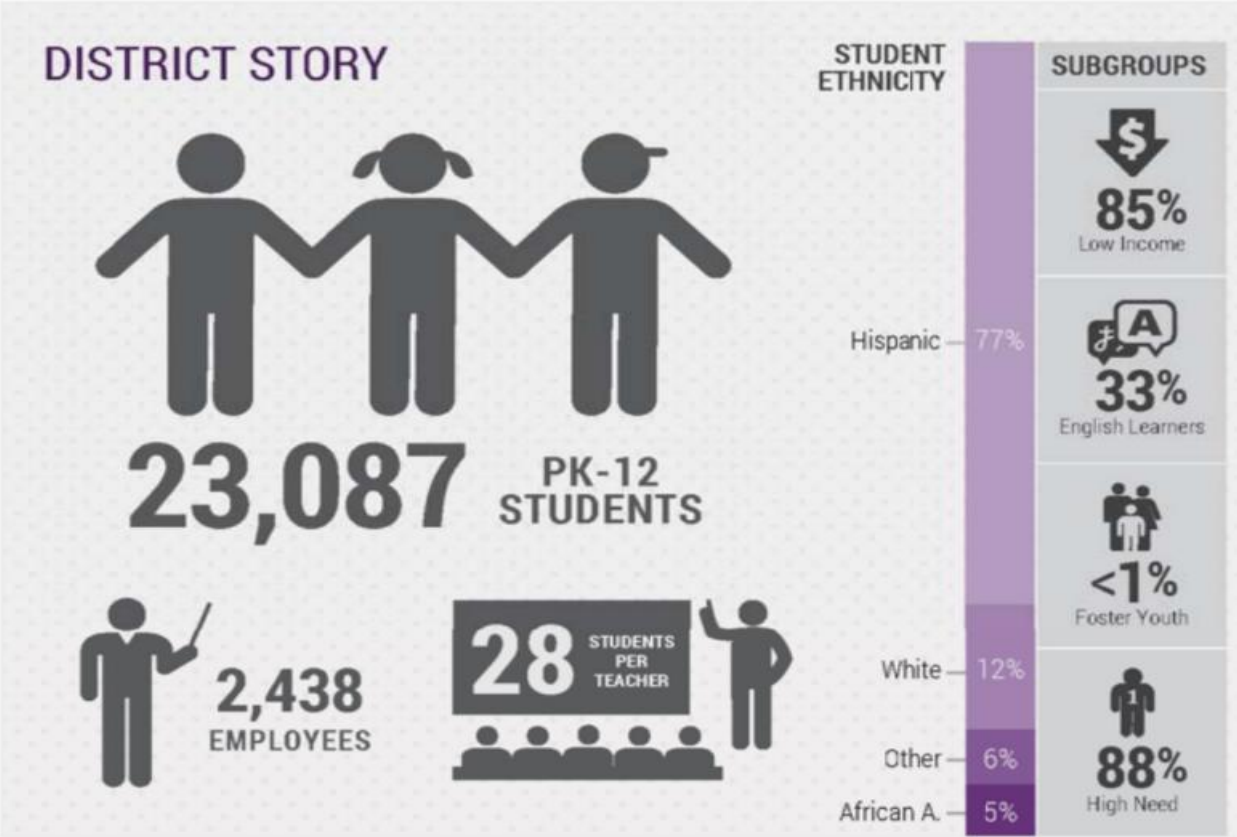
PSUSD By the Numbers

- **Students**
  - 90.5% graduation rate
  - Serve over 22,000 students
    - 77.8% Hispanic
    - 11.5% White
    - 5% African American
    - 33% English Language Learners
    - 85 % Low Income

ABOUT PALM SPRINGS UNIFIED

LOCAL CONTROL ACCOUNTABILITY PLAN

- **The Goal of LCAP Funds**
  - Reduce the Achievement Gap
  - Raise the achievement of
    - English Learners
    - Low-income Students
    - Foster Youth

EQUALITY   EQUITY   NO BARRIERS

PSUSD
PALM SPRINGS
UNIFIED
SCHOOL DISTRICT

LCAP

- Reduce Achievement Gaps
- Improve outcomes for

        Low Income

        English Language Learners

        Foster

Goal #1 Increase Academic Achievement

Goal #2 Increase Parent and Community Partnerships

Goal #3 Maintain Healthy and Safe Learning   Environments

Goal #4 Ensure Highly Qualified Staff

Using an equity lens, can schools be clustered considering vulnerability factors?

Poverty is listed, but excluded from the calculation because of the high rate in all schools.
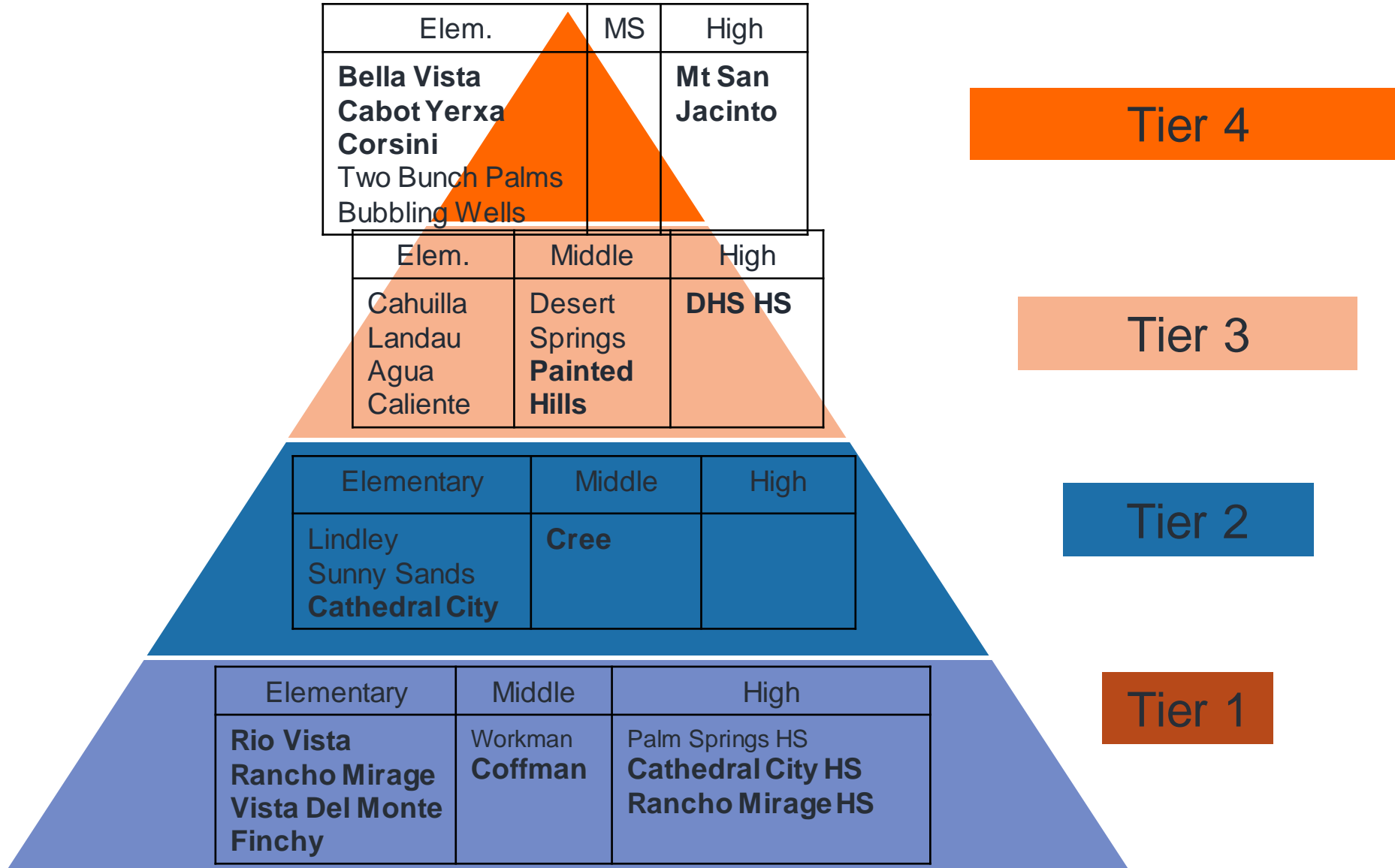
This table rates schools on a **Vulnerability Index** based on the four categories. While students at every school are susceptible to risk factors that impact achievement, a range of vulnerability definitely exists.

COMPS	Crime	Megan	BA
San Bernardino	567	413	11%
Compton	497	545	6%
Colton	246	718	12%
Hemet	398	359	11%
La Quinta (Desert Sands SD)	359	3526	35%
Coachella	546	2514	12%

These are other districts, for comparison

School	City	% Poverty	# Students	Contextual Factors			Student Factors		Other Factors		Vulnerability Index			Vulnerablity Index
				Violent Crime/100K	# People/Megan's Law Registrant	BA or more	Attrition Rate	% ELs	% SpEd	% GATE	Red	Green	Index	
Bella Vista ES	Desert Hot Springs	92%	777	803	351	10%	20%	29%	11%	1%	7	0	7	
Cabot Yerxa ES	Desert Hot Springs	86%	777	803	351	10%	19%	38%	11%	3%	7	0	7	
Mt. San Jacinto HS	Cathedral City	94%	*	*	*	*	***X 2	27%	7%	0%	7	1	6	
Corsini ES	Desert Hot Springs	97%	480	803	351	10%	27%	48%	16%	1%	7	1	6	
Two Bunch Palms ES	Desert Hot Springs	96%	860	803	351	10%	14%	61%	8%	1%	6	0	6	
Bubbling Wells ES	Desert Hot Springs	96%	798	803	351	10%	17%	33%	9%	2%	6	0	6	
Desert Hot Springs HS	Desert Hot Springs	95%	1726	803	351	10%	16%	23%	11%	6%	5	0	5	
Painted Hills MS	Desert Hot Springs	94%	831	803	351	10%	11%	27%	11%	6%	4	0	4	
Desert Springs MS	Desert Hot Springs	99%	883	803	351	10%	9%	37%	13%	6%	4	1	3	
Cahuilla ES	Palm Springs	88%	571	425	956	36%	19%	47%	11%	3%	4	1	3	
Landau ES	Cathedral City	87%	707	192	1386	16%	16%	51%	12%	2%	5	2	3	
Agua Caliente ES	Cathedral City	90%	594	*	*	16%	9%	78%	7%	4%	5	2	3	
Lindley ES	Thousand Palms	93%	649	226	1866	15%	15%	56%	9%	4%	4	2	2	
Sunny Sands ES	Cathedral City	87%	866	192	1386	16%	10%	50%	9%	2%	4	2	2	
Cathedral City ES	Cathedral City	99%	744	192	1386	16%	11%	67%	12%	1%	5	3	2	
Cielo Vista ES	Palm Springs	73%	818	425	956	36%	10%	42%	6%	9%	2	2	0	
Cree MS	Palm Springs	86%	886	425	956	36%	11%	26%	12%	16%	1	1	0	
Coffman MS	Cathedral City	96%	1095	192	1386	16%	7%	33%	10%	7%	2	3	-1	
Vista del Monte ES	Palm Springs	96%	473	425	956	36%	13%	57%	10%	9%	1	2	-1	
Finchy ES	Palm Springs	76%	671	*	*	*	16%	34%	13%	10%	2	4	-2	
Rio Vista ES	Cathedral City	82%	744	192	1386	16%	9%	38%	12%	9%	2	4	-2	
Cathedral City HS	Cathedral City	89%	1623	192	1386	16%	11%	20%	8%	11%	1	3	-2	
Rancho Mirage ES	Rancho Mirage	72%	421	222	2948	40%	25%	45%	10%	9%	2	4	-2	
Workman MS	Cathedral City	85%	1428	192	1386	16%	5%	17%	7%	18%	2	6	-4	
Palm Springs HS	Palm Springs	75%	1778	425	956	36%	9%	13%	7%	12%	0	4	-4	
Rancho Mirage HS	Rancho Mirage	74%	1566	222	2948	40%	8%	12%	6%	13%	0	6	-6	

What do schools look like if they are tiered by degree of vulnerability into an Equity Map?

Elem.	MS	High
Bella Vista **Cabot Yerxa** **Corsini** Two Bunch Palms Bubbling Wells		**Mt San Jacinto**

Tier 4

Elem.	Middle	High
Cahuilla Landau Agua Caliente	Desert Springs **Painted Hills**	**DHS HS**

Tier 3

Elementary	Middle	High
Lindley Sunny Sands **Cathedral City**	**Cree**	

Tier 2

Elementary	Middle	High
Rio Vista **Rancho Mirage** **Vista Del Monte** **Finchy**	Workman **Coffman**	Palm Springs HS **Cathedral City HS** **Rancho Mirage HS**

Tier 1

Note: **Bolded schools** are those that were visited as part of this study.

Mercedes Lovie
Associate Superintendent, Oceanside Unified School District

@OsideUSD

Learning and Equity:
Local Control and Accountability Plan
Presented by: Mercedes Lovie, Ed.D.
Associate Superintendent, Educational Services
Oceanside Unified School District

Equity Starts with Education

Copyright : Robert Wood Johnson Foundation

What is the LCAP and what is its purpose?

So how do we use learning to build equity of voice?

"A best practice is **to let participants know ahead of time that we will be striving for voice equity to assure the best possible outcomes from our work together,**" Scott Hutcheson, Ph.D.

Privileged Voices and Equity

Equity of Voice in Collaborations
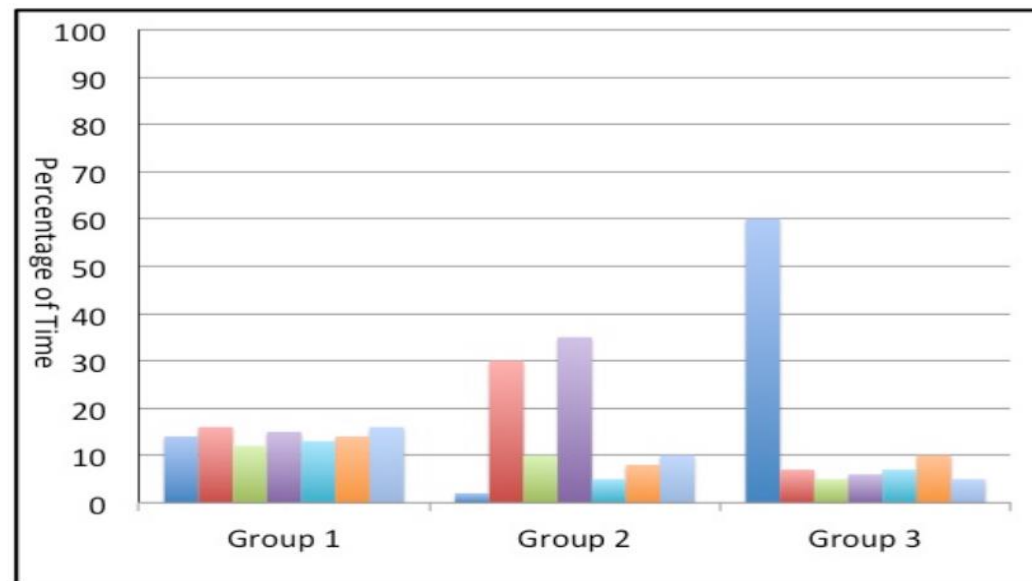
Keil, J., Stober, R. Quinty, E. Molloy. B. Hooker. N. (2015). *Identifying and analyzing actions of effective group work*. Research presented at 2015 Physics Education Research Conference. College Park, MD.

Strategic **Doing**™
Do More Together.

What do we need to share to empower our community?

STUDENT SUCCESS

GOVERNANCE

PERSONNEL

FINANCE

PACE
Policy Analysis for California Education

www.edpolicyinca.org
Phone: (650) 724-2832
Email:
info@gettingdowntofacts.com

Getting Down to Facts II

Stanford University

Empowering People by Learning Together
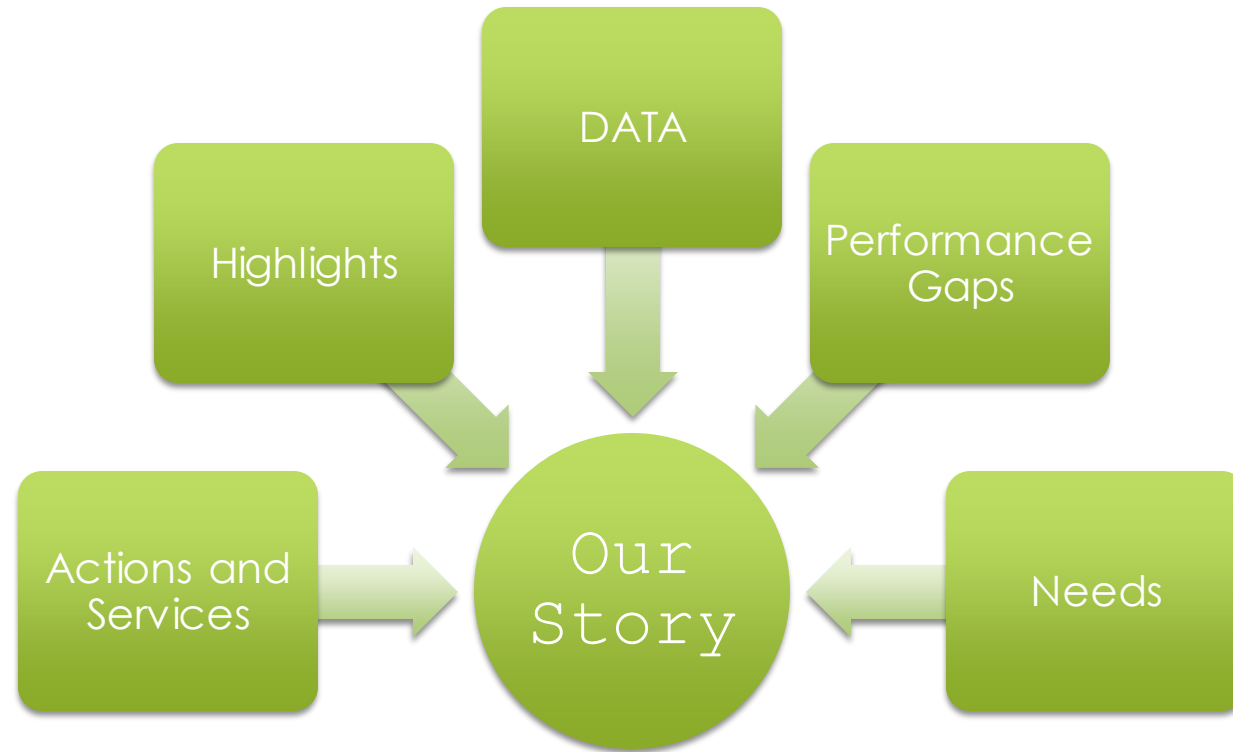
PERSONNEL

Who is impacted by our schools?

HISTORIAL DEL DISTRITO

18,704 ESTUDIANTES TK-12

27 ESCUELAS

11 Escuelas DISTINGUIDAS

1,797 EMPLEADOS

DISTRICT STORY

18,704 TK-12 STUDENTS

27 SCHOOLS

11 DISTINGUISHED Schools

1,797 EMPLOYEES
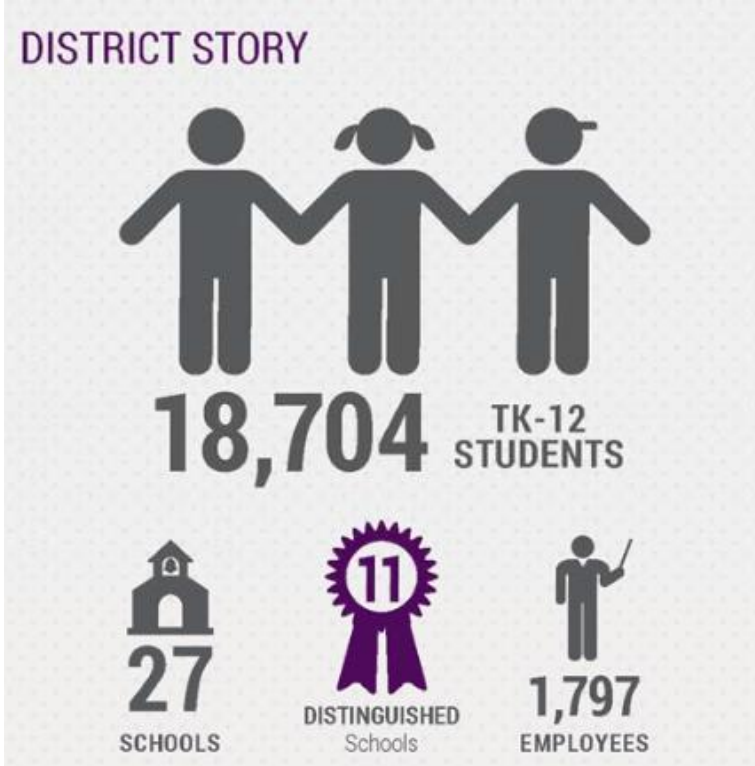
Using Person First Language

"Unduplicated Pupils/High Need Students

- Students from Low-Income Families
- Students with a first language other than English.
- Children living with Foster Families
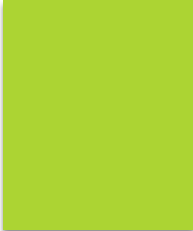
GOVERNANCE

What are the State Priorities?

Conditions of Learning

▶ Qualified Teachers

▶ State Standards (CCSS)

▶ Course Access

Pupil Outcomes
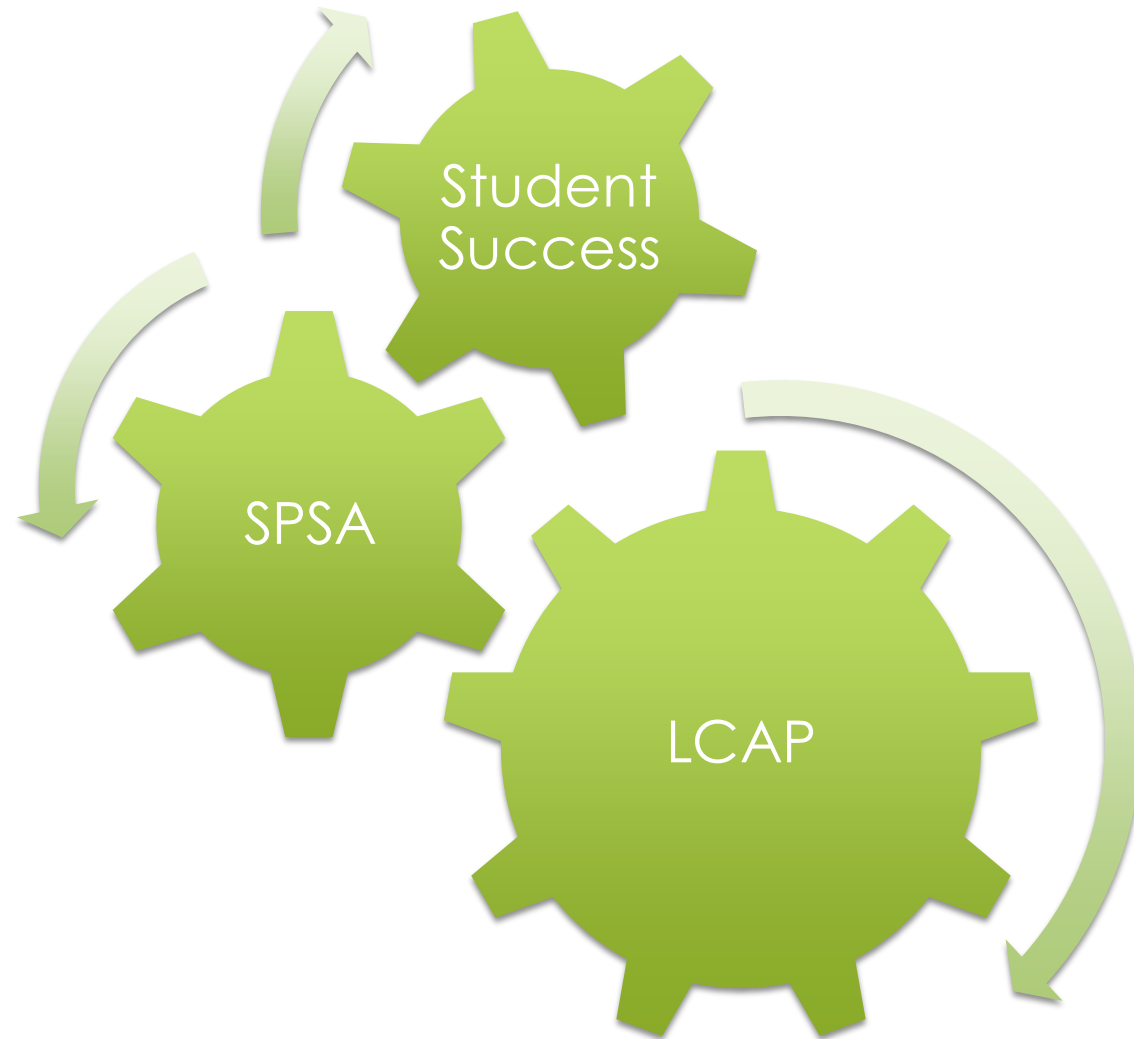
▶ Achievement Data

Engagement

▶ Students

▶ Parents

▶ School Climate
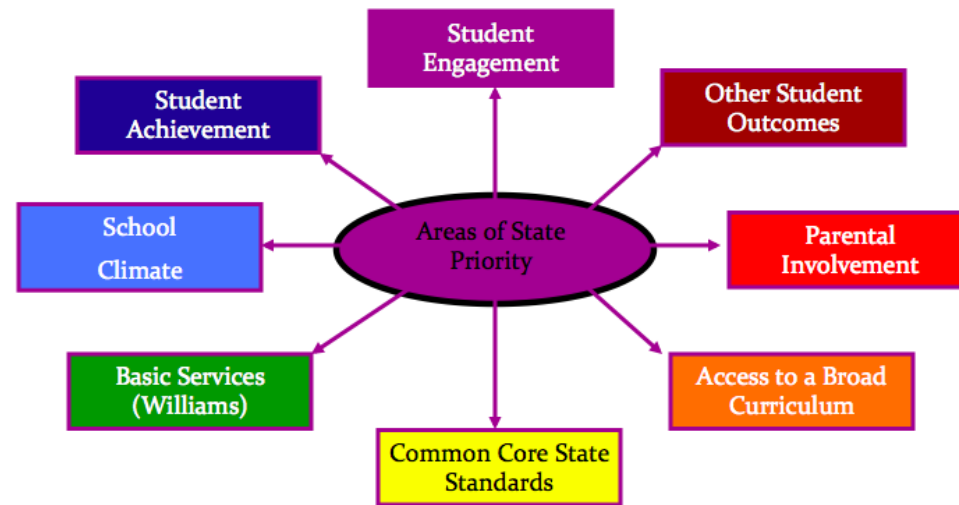
How does the LCAP relate to my school?

LCAP

SPSA

- **Goals**
- **Stakeholder Engagement**
- **Support for Underserved Students**
- **Accountability for Student Achievement**
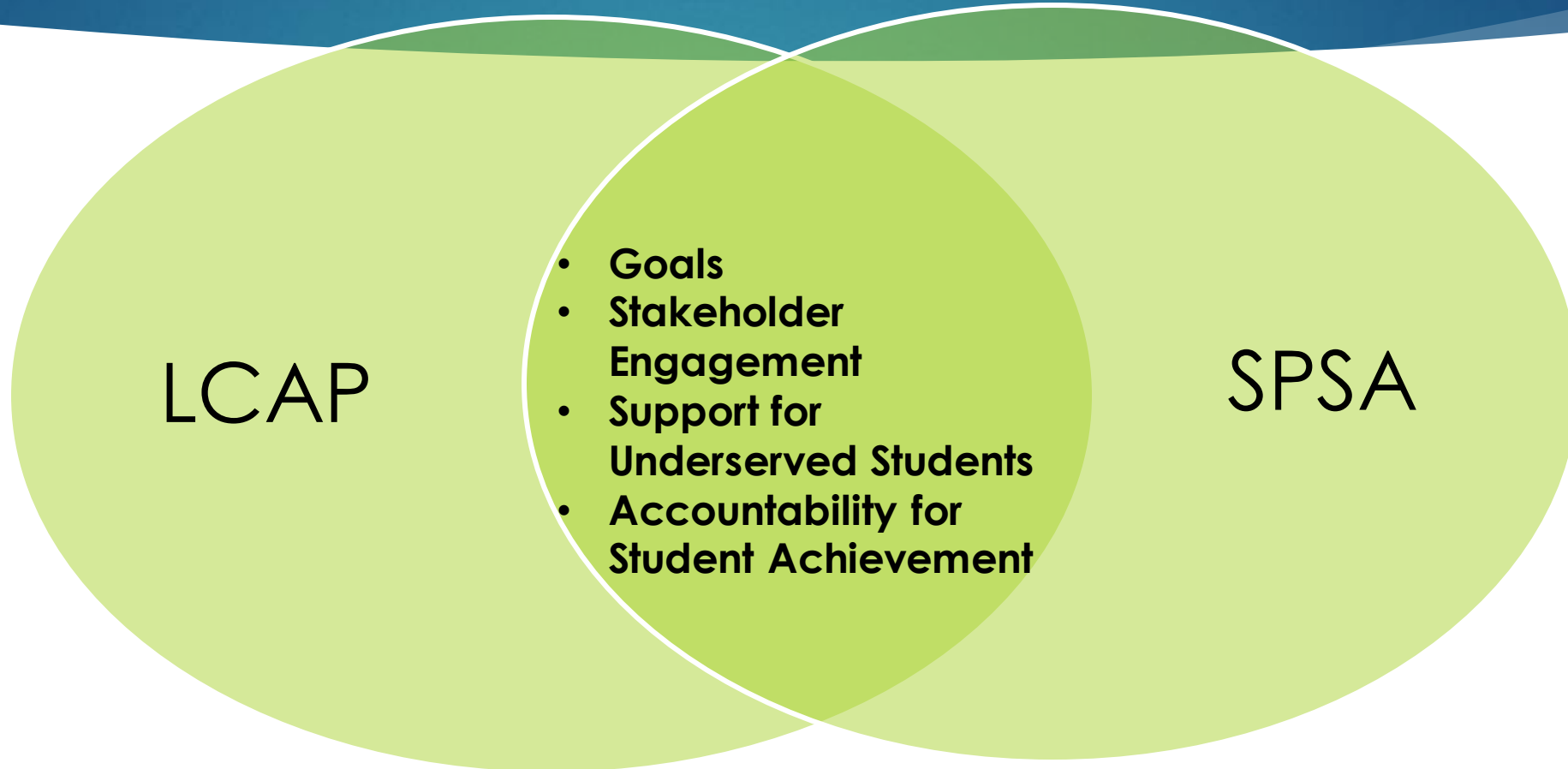
Interactive Relationship
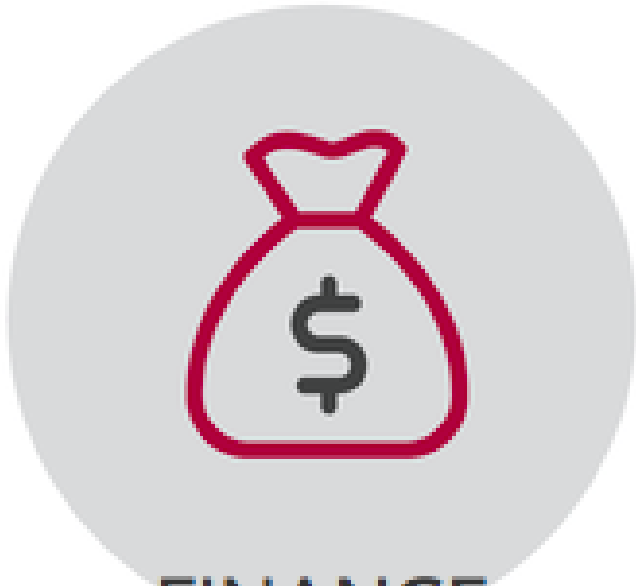
FINANCE

Where Does Our Funding Come From?

- State Funds
- Federal Funds
- Grants/Donations
- Bonds

California K-12 Funds by Source, 2016-17

Local Taxes 25%

Federal Funds 9%

Other 6%

State Funds 60%

Local Misc Funds 5%

Lottery 1%

Source: LAO

LCA

► Eng
► Gra
► Car
► Perf
► Sus
► Atte
► Loc
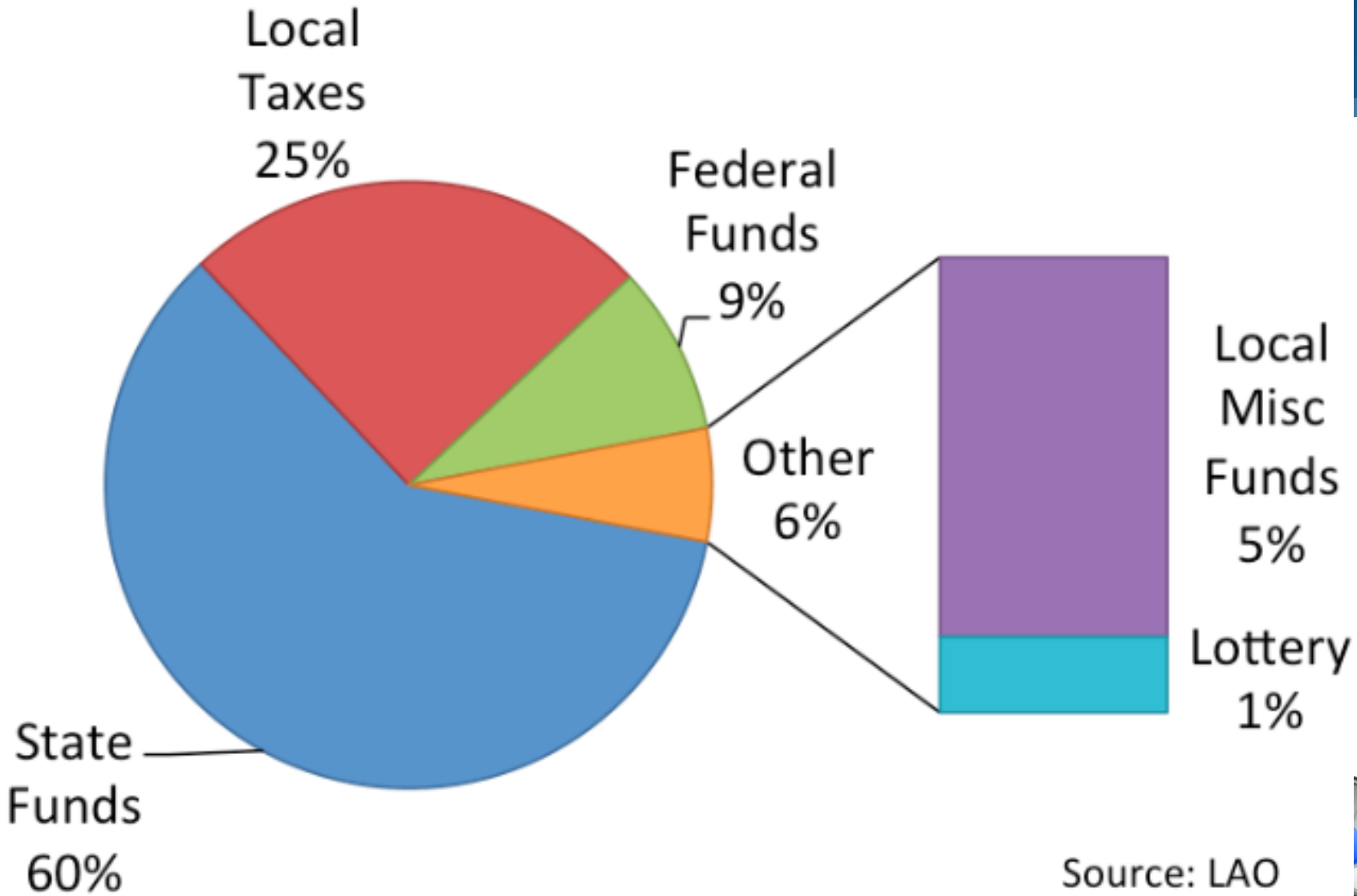
BUDGET

General Fund Expenditures:

$217,454,223

General Fund expenditures
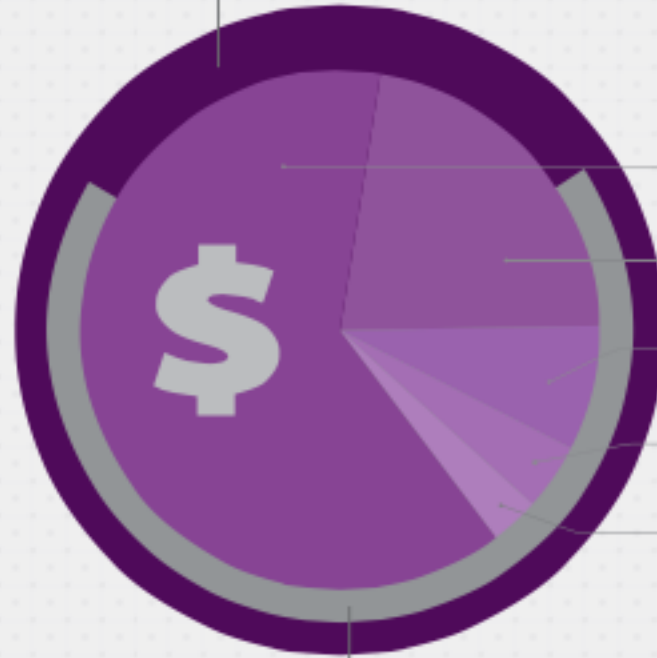are broken down into the
following categories:

Salaries: 63%

Benefits: 22%

Services: 8%

Books: 4%

Other: 3%

LCAP Expenditures:

$147,863,008

Specified LCAP expenditures make up **68%** of General Fund expenditures.

Local Control Funding Formula (LCFF)

Base

- Same funding for all students
- Used to pay for basic items like salaries and benefits, supplies, utilities, etc.

Supplemental & Concentration

- Additional funds for high needs students (English Learner, low income, foster youth)
- Must be used to increase or improve services for these students

Federal Funds
Title I, II, III, IV

Title I

- Improving the Academic Achievement of the Disadvantage Student

Title II

- Supporting Effective Instruction

Title III

- Language Instruction for English Learners and Immigrant Students

Title IV

- Student Support and Academic Enrichment

56

Grants & Bonds

Grants/Donations

- Targeted for specific purposes
- Often one time funds
- Must follow all spending guidelines for contracts, personnel, and purchasing

Bonds

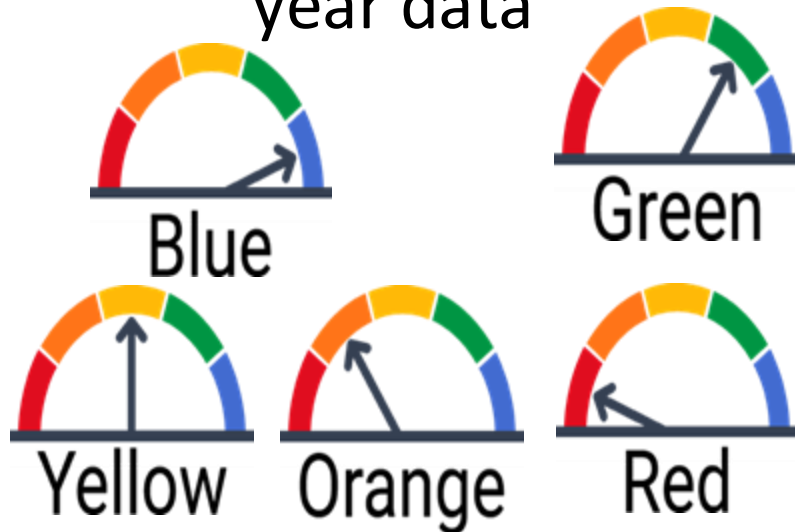- Borrowing for public organizations
- Capital Projects not operating expenses

STUDENT SUCCESS

California School Dashboard

State Indicators

5 performance levels based on current and prior year data

Blue

Green

Yellow

Orange

Red

Local Indicators

Based on information collected by the district

"Why do we need to spend money on high need students?"

"Can we just be our own district?"

School District Parents

Imagine students with headwinds... = Unduplicated Pupils/High Needs

- Special education status
- Poor attendance
- Low parent education level
- Race (as perceived by others)
- Not proficient in English
- Gender
- Socio-economic disadvantaged
- Homeless and Foster Youth
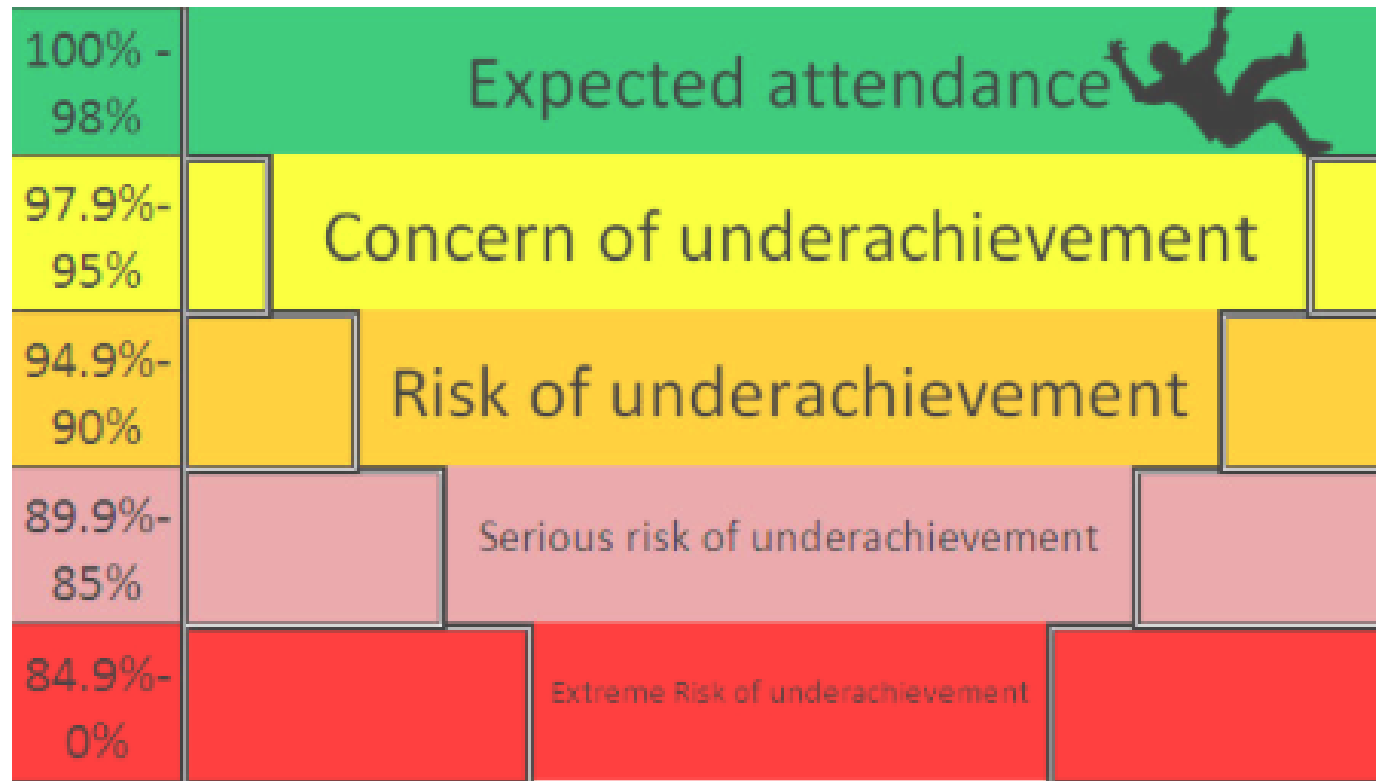
Imagine students with headwinds...

- Special education status

- ## Poor attendance

- Low parent education level

- Race (as perceived by others)

- Not proficient in English

- Gender

- Socio-economic disadvantaged

- Homeless and Foster Youth

Why do we care about attendance?

100% - 98%	Expected attendance
97.9%- 95%	Concern of underachievement
94.9%- 90%	Risk of underachievement
89.9%- 85%	Serious risk of underachievement
84.9%- 0%	Extreme Risk of underachievement

Addressing Student Headwinds: Actions

- ▶ **Why do you think students are absent?**

- ▶ **What might help students attend more often?**

Questions?

Discuss:
"What are the implications of these research findings and practices for my work?"