



## GETTING DOWN — TO FACTS II —

# Findings and Implications for San Diego

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San Diego State University



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## What is *Getting Down to Facts II*?

- National collaborative research project on California's PreK-12 education system including more than 100 researchers across the country.
  - 36 research studies, 19 research briefs, and a summary paper.
- Input from multiple stakeholders
  - The public, teachers, principals, CBOs, superintendents (county and district), policy leaders







## Getting Down to Facts II Lead Researchers







AN OVERVIEW OF THE CURRENT STATUS OF PreK-12 EDUCATION REFORM IN CALIFORNIA



*Exactly how is  
California's education  
system doing?*



## The Big Picture

- California schools and students have been moving in the right direction.
- Great need remains for policies to address system weakness and build capacity.
- Specifically, areas for California to focus on:
  - ✓ Building on current reforms
  - ✓ Increasing funding and fixing systems
  - ✓ Addressing Achievement Gaps





## **Build on Current Reforms**

*Major reforms over the past 10 years need support to put them further into practice.*

- Reforms have resulted in improvements, though adjustments needed to reap benefits.
  - ✓ Funding
  - ✓ New academic standards
  - ✓ California's education data system







## Increase Funding + Fix Systems

*Funding for schools has improved but remains short of adequate levels given goals of state policies.*

- Fewer adults in schools
- Pension debt drawing funds from classrooms
- Special education finance straining districts
- Facilities funding exacerbating inequities



## Achievement Gaps

*Large gaps by race, ethnicity, income and English Learner (EL) status persist.*

- Greater disparities than other states
- Part of inequalities stem from unequal K-12 schools
- Much inequality evident in kindergarten, pointing to early childhood education needs







## What to expect today

- Preparing Teachers of English Learners
  - Dr. Lucrecia Santibañez, Claremont Graduate University
- Building Stakeholder Engagement
  - Taylor Allbright, University of Southern California
- Using Data for Continuous Improvement
  - Dr. Heather Hough, Policy Analysis for California Education



Summary of research



Q&A



Table discussion:  
What does this  
research mean for  
your school/district?



# **Teaching English Learners in California: How Teacher Credential Requirements in California Address their Needs**

Lucrecia Santibañez and Christine Snyder  
Claremont Graduate University

PACE  
April 29, 2019



## Close to 40% of CA students enter the system as an EL\*

- ELs are a diverse group, different needs and abilities
- All teachers in California can expect to have ELs in their classroom
- Many exit at some point....but not all do
  - Learning outcomes for those who remain classified are very low: only 12% meet/exceed standards (ELA-SBAC, 2017), many fewer graduate HS

*\*Also referred to as Emergent Bilinguals*

# ELs are more likely than non-ELs to be taught by early-career teachers

	Average EL Enrollment
Schools with median teacher experience between 0-5 years	33%
Schools with median teacher experience above 10 years	25%

*....and to be taught by teachers with emergency-style permits  
(Sutcher, Carver-Thomas & Darling-Hammond, 2018)*



# Teachers feel prepared and then...not prepared?

How well did your TPP prepare you to...meet the instructional needs of EIs?	Very well + well
Preliminary Multiple Subject Credential Graduates (CTC)	85%
Preliminary Single Subject Credential Graduates (CTC)	79%
Clear (Induction) Credential Graduates (CTC)	75%
Novice Teachers (LAUSD Survey only)	52%
More experienced Teachers (LAUSD Survey only)	47%

# Overarching Finding

- Teachers of ELs need specialized knowledge, dispositions, and practices.
- New teachers in CA receive some of this training in pre-service, but are often not adequately prepared to effectively teach ELs in their classroom.

# Research Questions

1. To what extent is the teaching of ELs addressed by credential requirements?
  2. To what extent does the credentialing process require that teachers demonstrate proficiency teaching ELs?
- This study uses a qualitative (case-study and document analysis) research design
    - A small sample of 4 teachers going through induction, and 7 induction staff participate in interviews/observations
    - Review of documents (CA credential requirements and expectations, including CalTPAs, TPEs, CSTP, FACT, and other documents)
    - Data was collected from October 2016-May 2018



# Teaching ELs: Beyond “just good teaching”



Source: Lopez & Santibañez (2018) based on Faltis & Valdés (2016); Menken & Antuñez (2001); Lucas, Villegas, & Freedson-Gonzalez, (2008); Santos, Darling-Hammond, & Cheuk (2012)

# RQ1: The credential process addresses teaching ELs

- Teaching ELs is strongly emphasized in preliminary program requirements and expectations
  - Clinical (student-teaching) experience must include at least one EL
- Induction is less focused on ELs
  - While ELs *may* be addressed, this is not guaranteed

## RQ2: Proficiency requirements around ELs are “soft”

- Induction is personalized, ELs may not be emphasized

	Teacher 1	Teacher 2	Teacher 3	Teacher 4
<b>Individualized Learning Plan - Extent to which ILP includes an explicit focus on teaching ELs</b>				
Focus of the induction plan: Does the focus area(s) for induction include teaching for ELs?	No	No	No	No
Examples of focus areas chosen by teacher	Innovative curriculum and experiences	Small-group interactions	Student empowerment	"Brain-breaks"
Focus of induction plan: Does the focus question include teaching for ELs?	No	No	No	No
Action plan: Does the section on measurable results include ELs?	No	No	No	No
<b>Observation Notes - Extent to which observation includes specific focus or mention of teaching ELs (organized by CSTP)</b>				
CSTP 1: Engaging and supporting all students in learning	No	No	Yes	No
CSTP 2: Creating and maintaining effective environments for student learning	No	No	No	No
CSTP 3: Understanding and organizing subject matter for student learning	No	No	No	No
CSTP 4: Planning instruction and designing learning experiences for all students	No	No	No	No
CSTP 5: Assessing students for learning	No	No	No	No
<b>Other</b>				
Post-observation reflection (focuses on any EL-related issue and provides evidence on how it was handled), 10/2016	n.a.	No	No	No

Source: B-3 Initial classroom observation (collected October, 2016), Form B-4 Post-observation notes (collected October, 2016) in FACT. Form C-1, ILP in FACT (collected November 2016).



## RQ2: Proficiency requirements around ELs are “soft”

- Induction is personalized, ELs may not be emphasized
- Induction centers on teacher self-assessment, but this has limitations
  - Self-assessments were substantiated with little evidence/guidance

Name: Aose

Date: \_\_\_\_\_

### Self-Assessment

Please answer honestly. Your answers help me with my research.

1) During English class **today**, how did you feel about the following? You can check more than one.

- Held a conversation with someone about something not related to class.
- Distracted others around me while talking.
- Got up out of my seat.
- Used my cell phone (text messages, etc.).
- Spaced out and didn't listen.

2) How would you rate your focus during English class **today**?

- Fantastic! I am focused on my work.
- Pretty well. I may have been paying attention, but I was a bit distracted.
- So-so. Sometimes I'm focused, but sometimes I'm not.
- Ugh. Today, I haven't been paying attention at all.

Name: Esteban

## Parts

flower

Name Esteban Period 5 Date 1/2/16

Answer the following questions with complete and well supported sentences.

1. What is your favorite food? WHY?

my favorite food is a enchilada why because

my mom makes them

2. What is your favorite hobby or activity? WHY?  
football because I am good at it.

3. If you were given a chance to buy anything, what would you choose to buy? WHY?

~~anything~~ If I was chance to buy anything I would buy a Nissan GT-R

4. If you were given a chance to spend it with a celebrity or famous person, who would you spend it with?

why because he is

5. If you were given a chance to do anything without fear, what would you do first? WHY?

Why because it is

6. If you were given a chance to appreciate someone, who would you appreciate them? WHY?

7. If you were given a chance to worry, what would you worry about? WHY?

8. If you were given a chance to change the world, what would you change? WHY?

The Missouri Compromise kept the balance by allowing Missouri to be a free state only if they bought in a slave state but any territory over the 36°30' line was to be free soil this missed off the south. The 1850 compromise allowed California to be a free state, Texas borders were set, allowed New Mexico and Utah to decide via popular sovereignty, and strengthened the Fugitive Slave Law and established the trade of slaves in DC. Showing slave states was side the Gov't was on the Kansas-Nebraska Act allowed remaining states to decide what they were realising the 36°30' line these were responsible for the war due to the wording but they also postponed it.

## RQ2: Proficiency requirements around ELs are “soft”

- Induction is personalized, ELs may not be emphasized
- Induction centers on teacher self-assessment, but this has limitations
  - Self-assessments were substantiated with little evidence/guidance
- Few external assessments of proficiency teaching ELs in induction
  - TPPs do things very differently—and still get accredited
- Problems with how ELs are constructed



# Conclusions

- Teachers of ELs need specialized knowledge, dispositions and practices
  - This is recognized in the “embedded” EL-authorization in the preliminary credential
- Although teaching ELs is a prevalent theme in preliminary and (to a lesser degree) induction, the state has few assurance points where novices demonstrate proficiency teaching ELs.
  - Induction lacks a clear, systematic focus on ELs and can be a “missed opportunity”
  - Programs have little guidance – to guide self-assessments, reflection, coaching instances



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Questions?



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How are you working to overcome  
barriers to better serve ELs?



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# **Taking stock of stakeholder engagement in California's Local Control Funding Formula:** *What can we learn from the past four years to guide next steps?*

Julie Marsh, Michelle Hall, Taylor Allbright, Laura Tobben, Laura Mulfinger, Kate Kennedy, Eupha Jeanne Daramola

San Diego, CA  
April 29, 2019

**USC**  
**Rossier**

School of Education  
*Center on Education  
Policy, Equity and  
Governance*



# Study Context

- LCFF passed in 2013 with clear mandate for democratic involvement in district goal setting and budgeting
  - Districts expected to involve parents, students, educators, broader community in developing Local Control Accountability Plan (LCAP)
  - State expects “meaningful engagement” but provides little guidance
- Engagement expected to ensure transparency, accountability, equity
- Early research suggests significant variation & challenges in implementing the LCFF engagement requirement

# Research Questions

1. How have districts interpreted and implemented the LCFF requirement for **democratic engagement** over time?
2. How does the implementation of stakeholder engagement relate to the enactment of LCFF's **broader equity mandate**?

# Mixed Methods

- ✎ **Case studies.** Comparative case study of 27 districts studied by LCFF Research Collaborative (2013-2017): >380 interviews
- ✎ **Survey.** 2018 survey of statewide representative sample of superintendents (n=350): 48% response rate
- ✎ **Poll.** PACE/USC Rossier statewide representative poll of registered voters (in 2016, n=1,202; in 2018, n=2,500)

RQ1. How have districts interpreted and implemented the LCFF requirement for democratic engagement over time?

- **Who** have they involved?
- For **what** purpose, and **how**?
- What shifts have occurred and why?
- What factors explain these patterns?

**We draw on 3 years of case data, survey and poll results**



# Findings: WHO

## Districts have struggled to attract participation

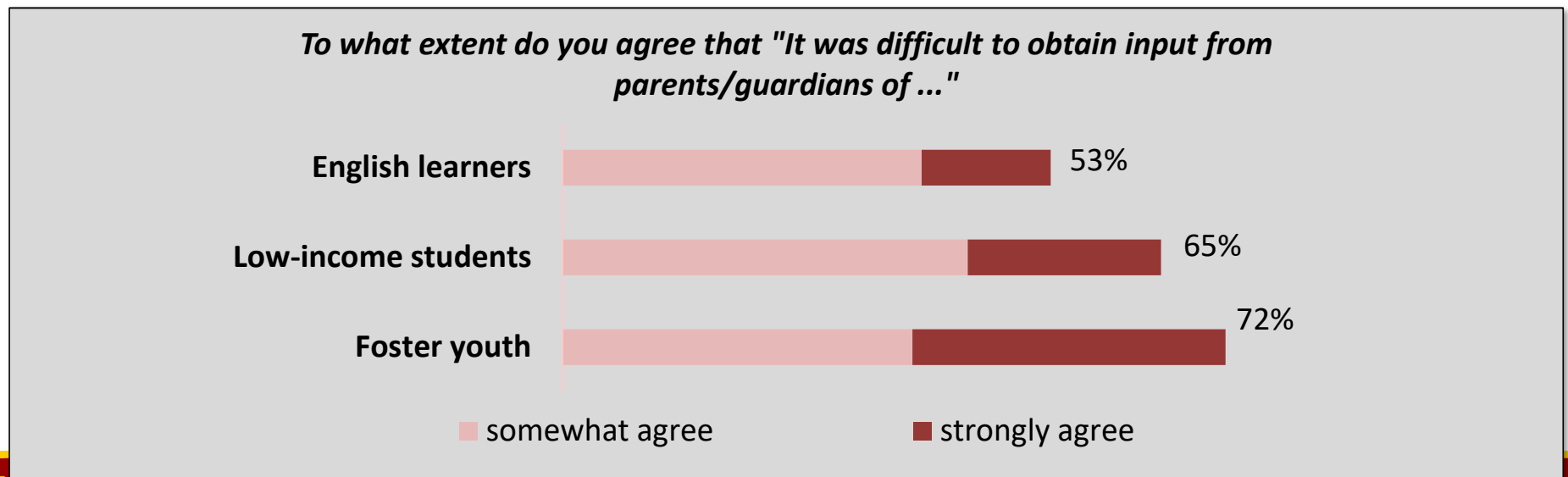
- Case studies faced challenges all three years
- > ½ superintendents statewide reported:
  - Level of engagement was average (39%) or poor (12%)
  - It was difficult to obtain input from parents/guardians of target groups



# Findings: WHO

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# Findings: WHO

## **Districts have struggled to attract participation**

- Case studies faced challenges all three years
- > ½ superintendents statewide reported:
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  - It was difficult to obtain input from parents/guardians of target groups

## **Some improvement & learning reported over time**

- Leaders reported improving outreach strategies & including more student voices over time
- Fewer narrow forms of engagement over time
- A minority of districts engaged in broader forms



# Findings: HOW/WHAT

## **Districts have tried a variety of engagement strategies**

- Majority of superintendents reported using existing advisory groups, surveys to parents & staff, LCAP advisory group
- Surveys & cases indicate shifts away from broad LCFF-specific district meetings → single stakeholder group meetings, school-level meetings & more informal meetings
  - Important tradeoffs occurring

## **Aside from few “outliers”, majority of districts still engaged in more shallow forms of engagement with ...**

- Unidirectional conversations
- Limited scope of discussion





## Findings: WHY

- While superintendents perceive lack of stakeholder interest in engaging, poll data indicate majority of voters are interested



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

YET

> 60% of voters say they want to be involved with districts/schools in setting goals and/or deciding how to allocate resources



# Findings: WHY

- While superintendents perceive lack of stakeholder interest in engaging, poll data indicate majority of voters are interested
- Others conditions appear to contribute to low participation & shallow nature of interactions:
  - **Individual:** limited awareness, fatigue, limited capacity
  - **Relational:** lack of trust
  - **Organizational:** limited capacity, history
  - **Institutional:** view of “appropriate” roles; assertions of power
- Districts with deeper/broader engagement benefit from: greater capacity/help from external partners, trust, history of engagement & strategic plans



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



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RQ2. How does the implementation of stakeholder engagement relate to the enactment of LCFF's broader equity mandate?

- How did district actors **define equity** in the context of LCFF implementation?
- How did district actors describe their approach to **allocating LCFF resources**?
- What was the **relationship** between actors' stakeholder engagement practice, conceptions of equity, and approaches to resource allocation?

**We draw on year 3 case data**



# Findings

- 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

# Questions to Consider

## From RQ 1:

How might we address barriers to deep and broad engagement?

- **Individual:** limited awareness, fatigue, limited capacity
- **Relational:** lack of trust
- **Organizational:** limited capacity
- **Institutional:** view of “appropriate” roles

## From RQ 2:

How does our organization define equity?

How do we align our equity vision with our democratic engagement? With our allocation of resources?

How do we support districts in crafting equity visions and aligning practice?

# Thank you!

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How might we address barriers to deep and broad engagement?



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# Continuous Improvement: What it is and how to achieve it in California

April 29, 2019

Heather Hough





How familiar are you with  
*continuous improvement?*



Using data for improvement

Continuous improvement

Data driven decision-making

Improvement science

**ESSA**  
Every Student Succeeds Act

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.  
Presented to:  
Tom Torlakson  
State Superintendent of Public Instruction  
California Department of Education  
May 2016

?

**SUCCESS AHEAD**

**LCFF**  
+ × ÷ =  
LOCAL CONTROL FUNDING FORMULA



<http://gettingdowntofacts.com/>

<https://www.edpolicyinca.org/projects/core-pace-research-partnership>



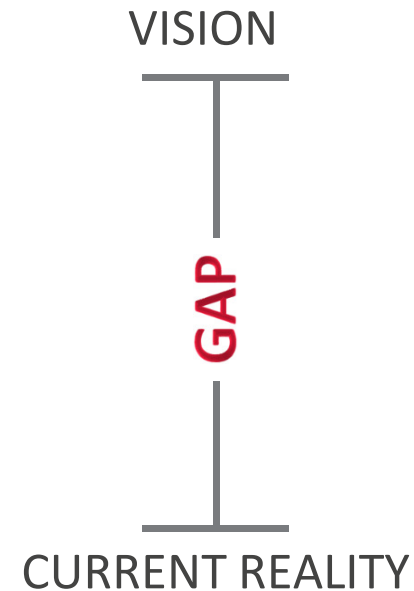
Policy Analysis for California Education

# What is continuous improvement?

**“constant and  
unrelenting”**

**“steady progress”**

**“without  
interruption”**



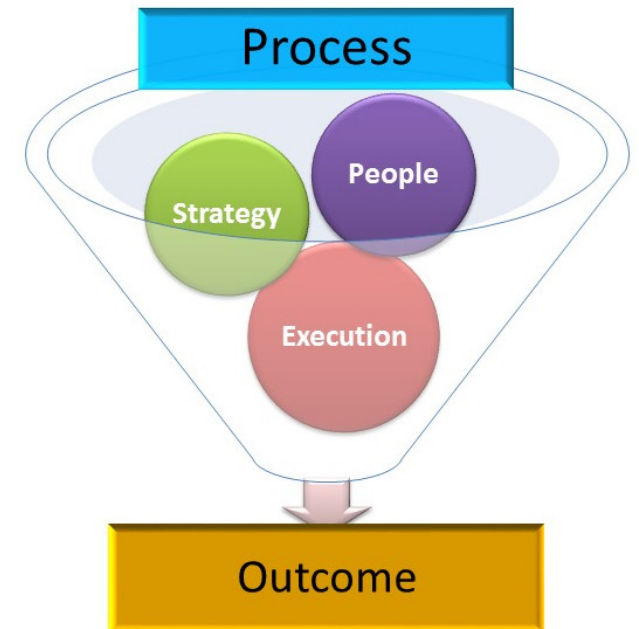
# Assumptions behind a continuous improvement approach

- It's about **systems**



# Assumptions behind a continuous improvement approach

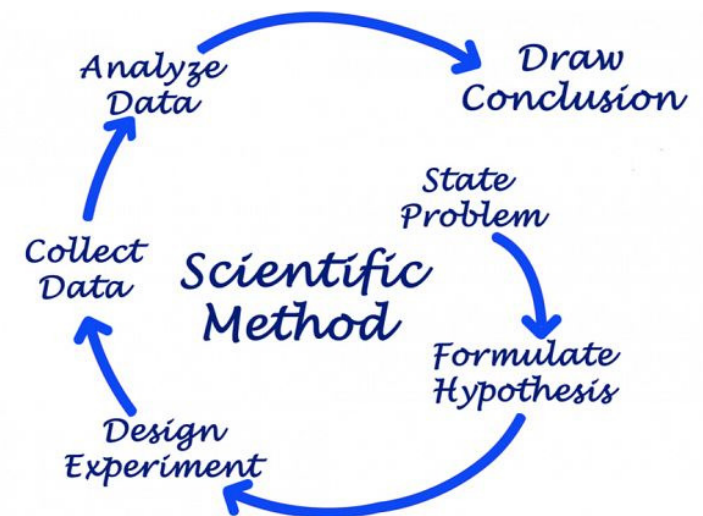
- It's about **systems**
- Focus on the **processes** to improve outcomes





# Assumptions behind a continuous improvement approach

- It's about **systems**
- Focus on the **processes** to improve outcomes
- Learn our way into new performance by applying the **scientific method**



# Assumptions behind a continuous improvement approach

- It's about **systems**
- Focus on the **processes** to improve outcomes
- Learn our way into new performance by applying the **scientific method**
- Engaging the “**front line**”



# Continuous improvement is...

Continuous  
Improvement  
Cycles

Continuous  
Improvement  
Methodologies

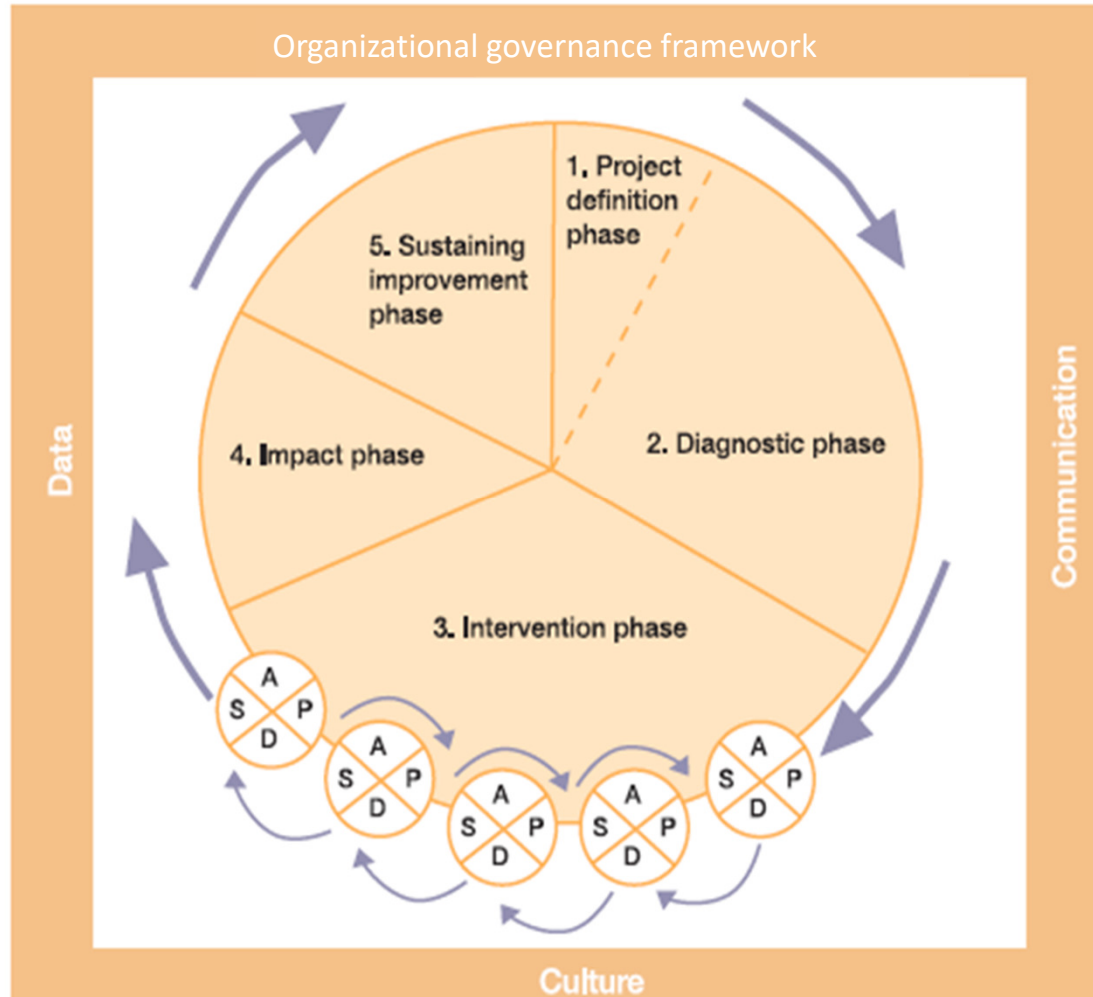
Continuous  
Improvement  
Culture

Continuous  
Improvement  
Organizations

# What makes a continuous improvement organization?

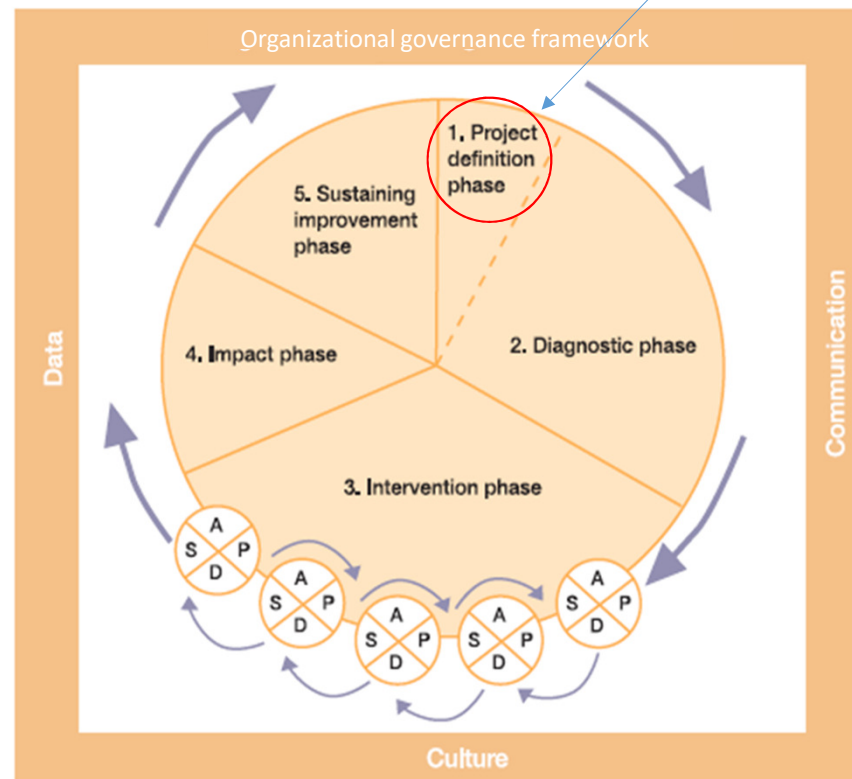
- Clear and **consistent sense of purpose** and shared responsibility
- **Common evidence-based practices**
- Work across boundaries, through an **aligned and coherent** set of processes and structures
- **Capability building** in improvement using common methodologies
- **Data infrastructure** to guide improvement
- **Leadership practices** to build and sustain culture

# What is the *work* of improvement?










# What is the *work* of improvement?

*What is the problem we are trying to solve?*



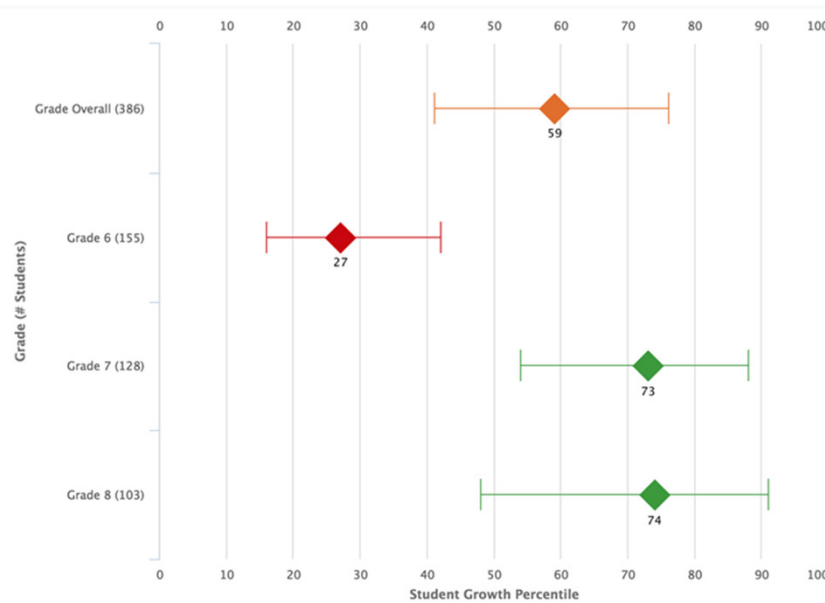


## What are the achievement problems we are trying to solve?

State Indicators	All Students	English Learners	Foster Youth	Homeless	Socioeconomically Disadvantaged	Students with Disabilities	African American
<a href="#">Chronic Absenteeism</a> 	N/A	N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Suspension Rate (K-12)</a>							
<a href="#">English Learner Progress (1-12)</a>		N/A	N/A	N/A	N/A	N/A	N/A
<a href="#">Graduation Rate (9-12)</a>							
<a href="#">English Language Arts (3-8)</a>							
<a href="#">Mathematics (3-8)</a>							

What are the achievement problems we are trying to solve?

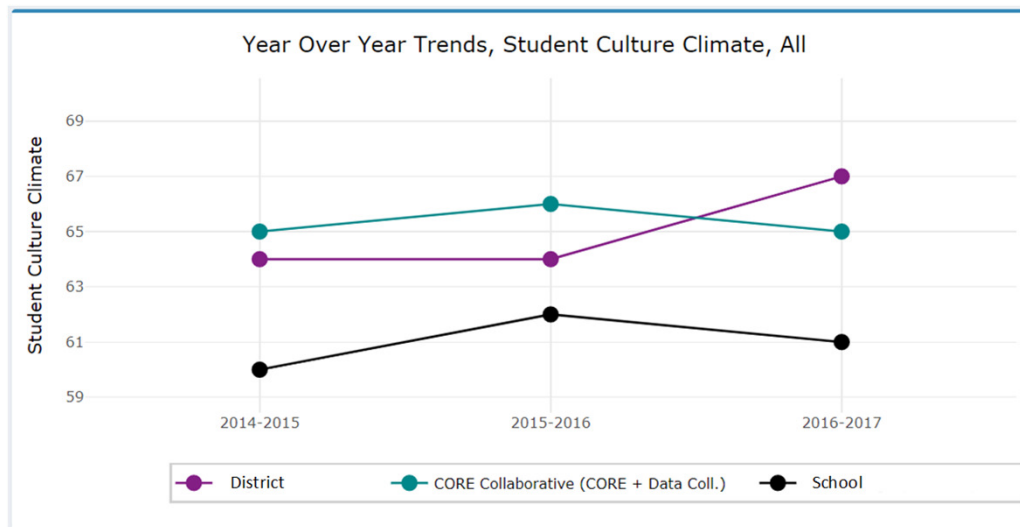
Where is this problem concentrated?



What are the achievement problems we are trying to solve?

Where is this problem concentrated?

How has this problem changed over time?

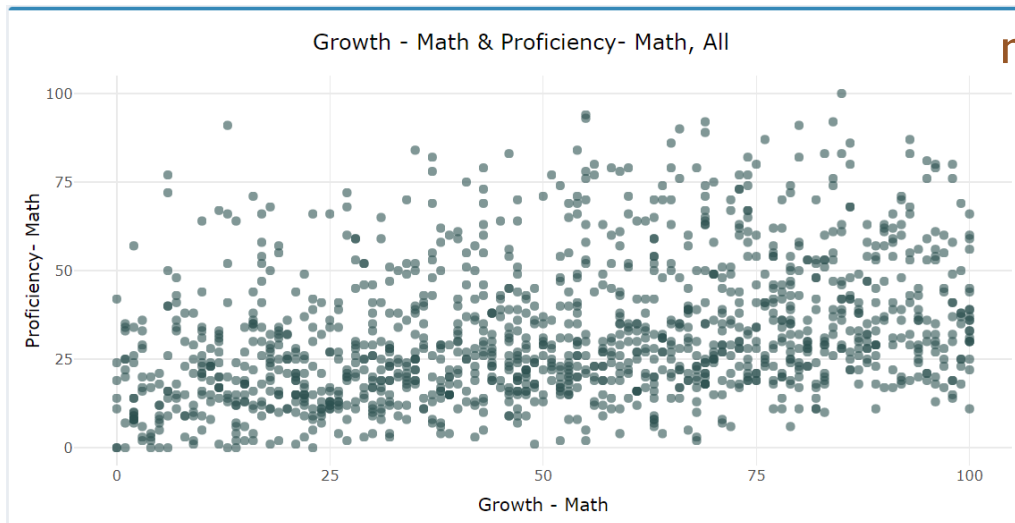


What are the achievement problems we are trying to solve?

Where is this problem concentrated?

How has this problem changed over time?

How does student/school performance on this measure relate to other measures?



What are the achievement problems we are trying to solve?



How has this problem changed over time?



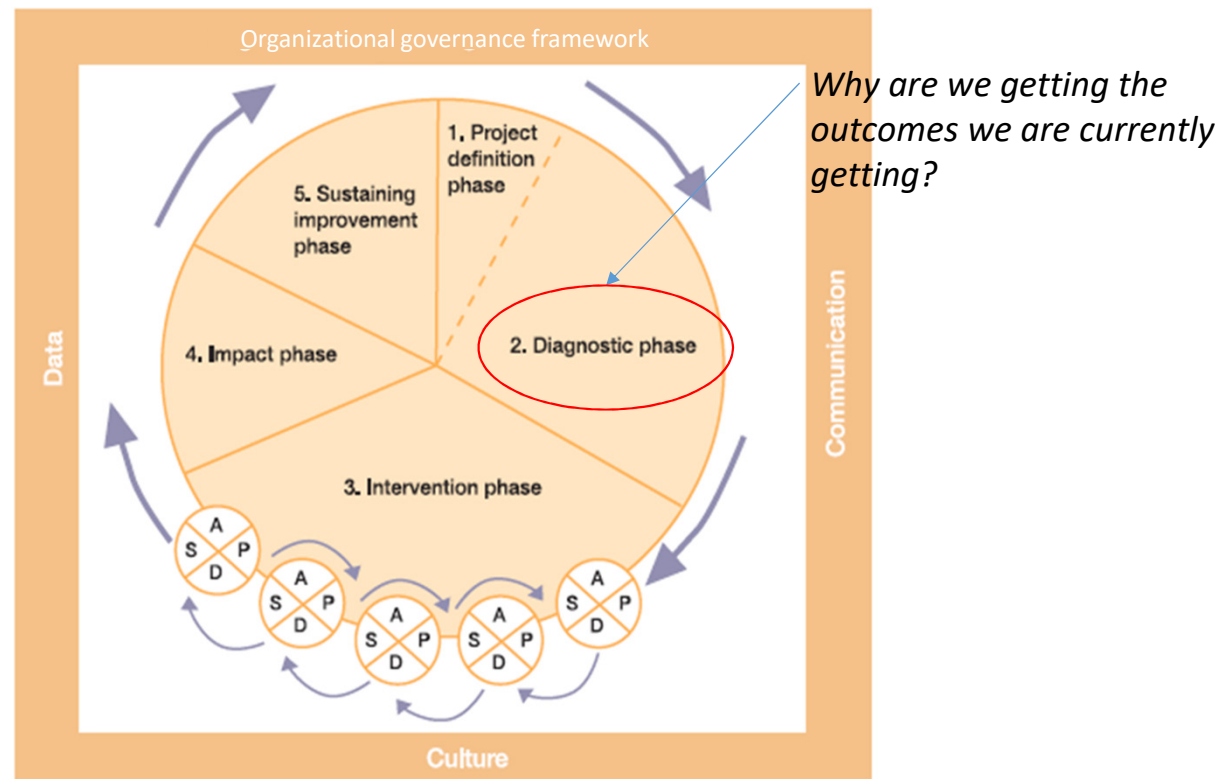
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How does student/school performance on this measure relate to other measures?

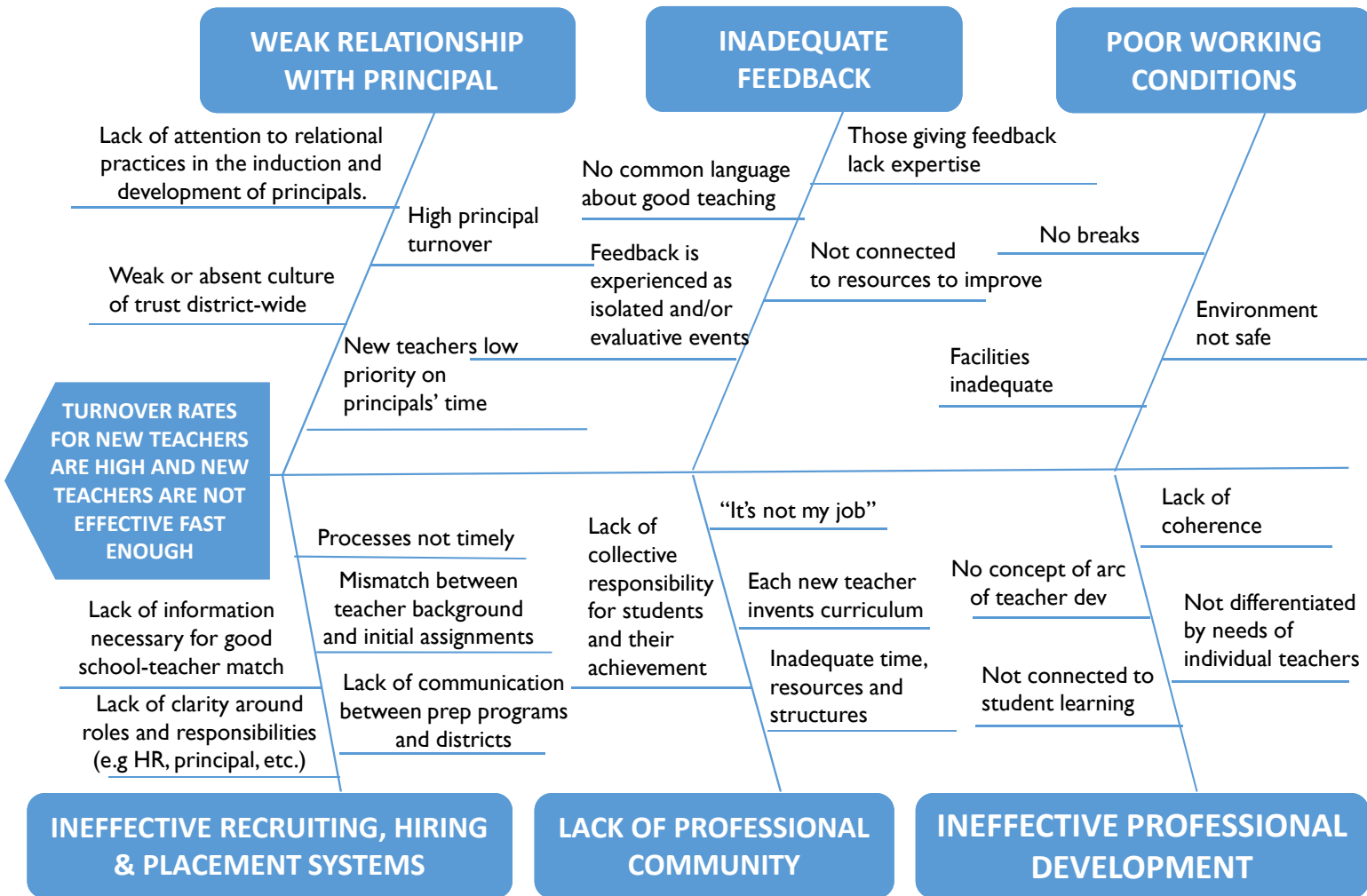


# What is the *work* of improvement?



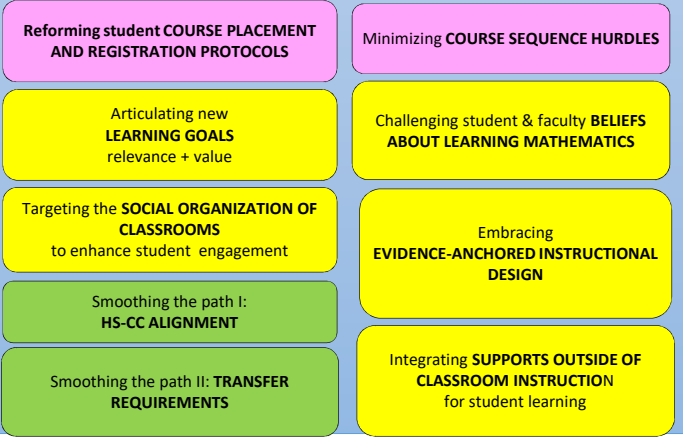




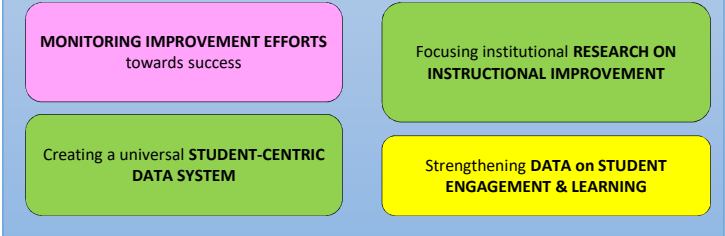


# SYSTEM MAP

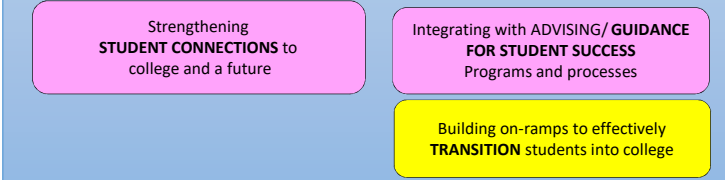
## Instructional System



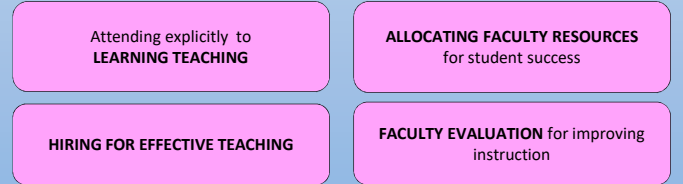
## Information Infrastructure



## Student Support System



## Human Resource System



## Governance

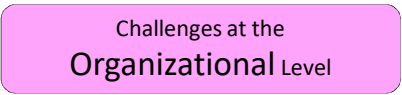
*(affects all systems)*



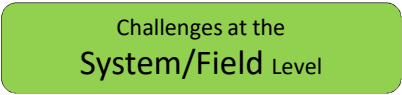
(Yellow)



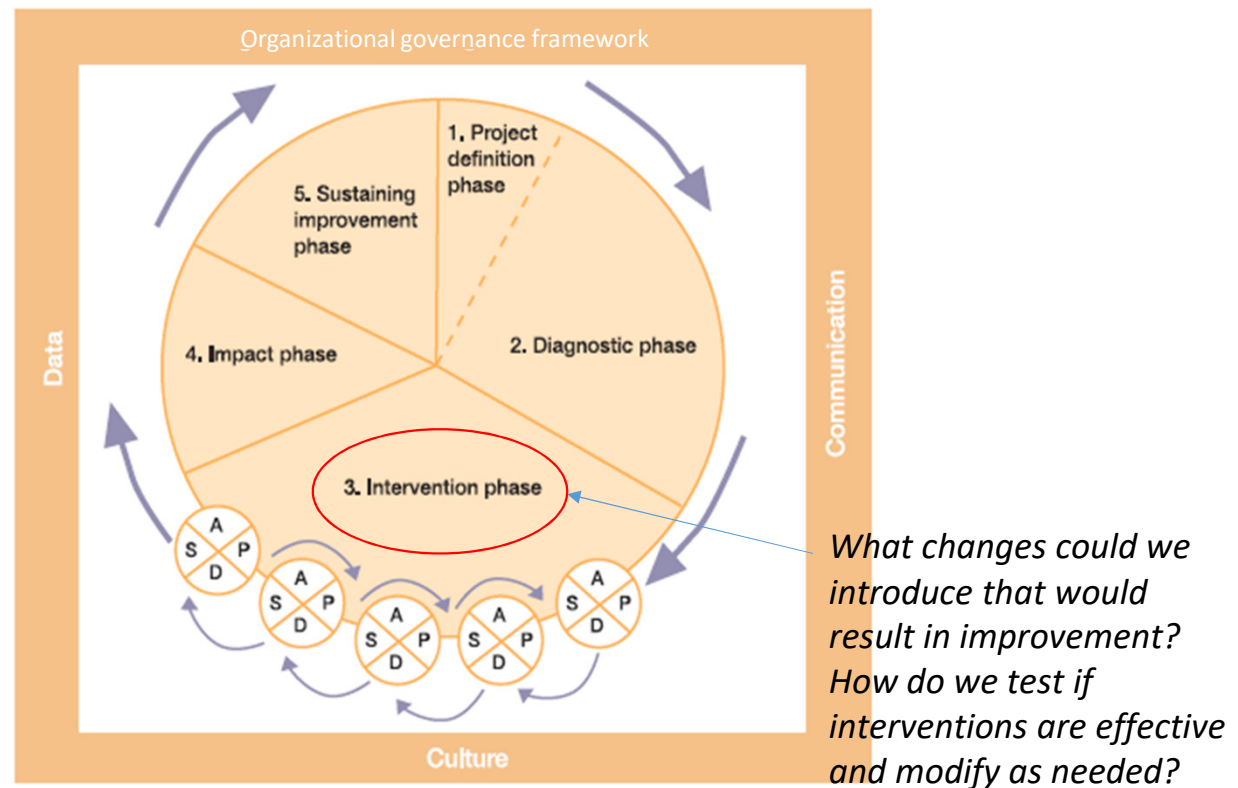
(Pink)



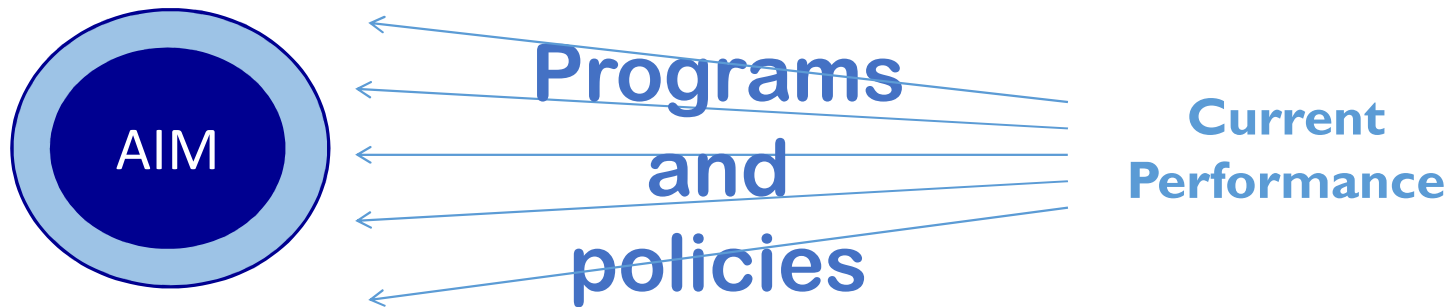
(Green)



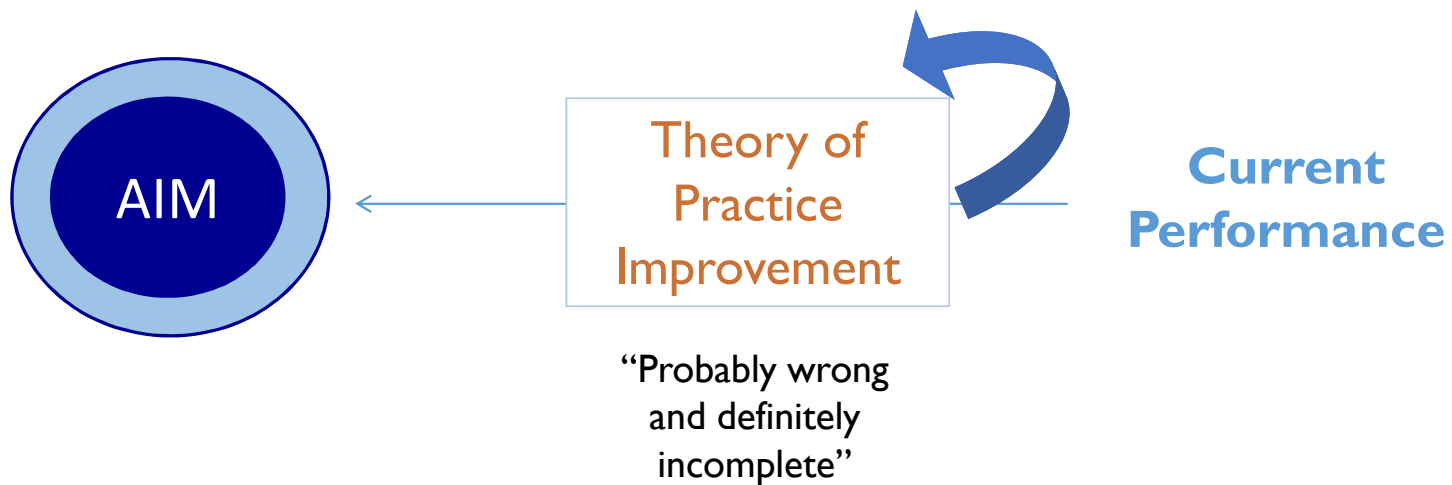
# What is the *work* of improvement?

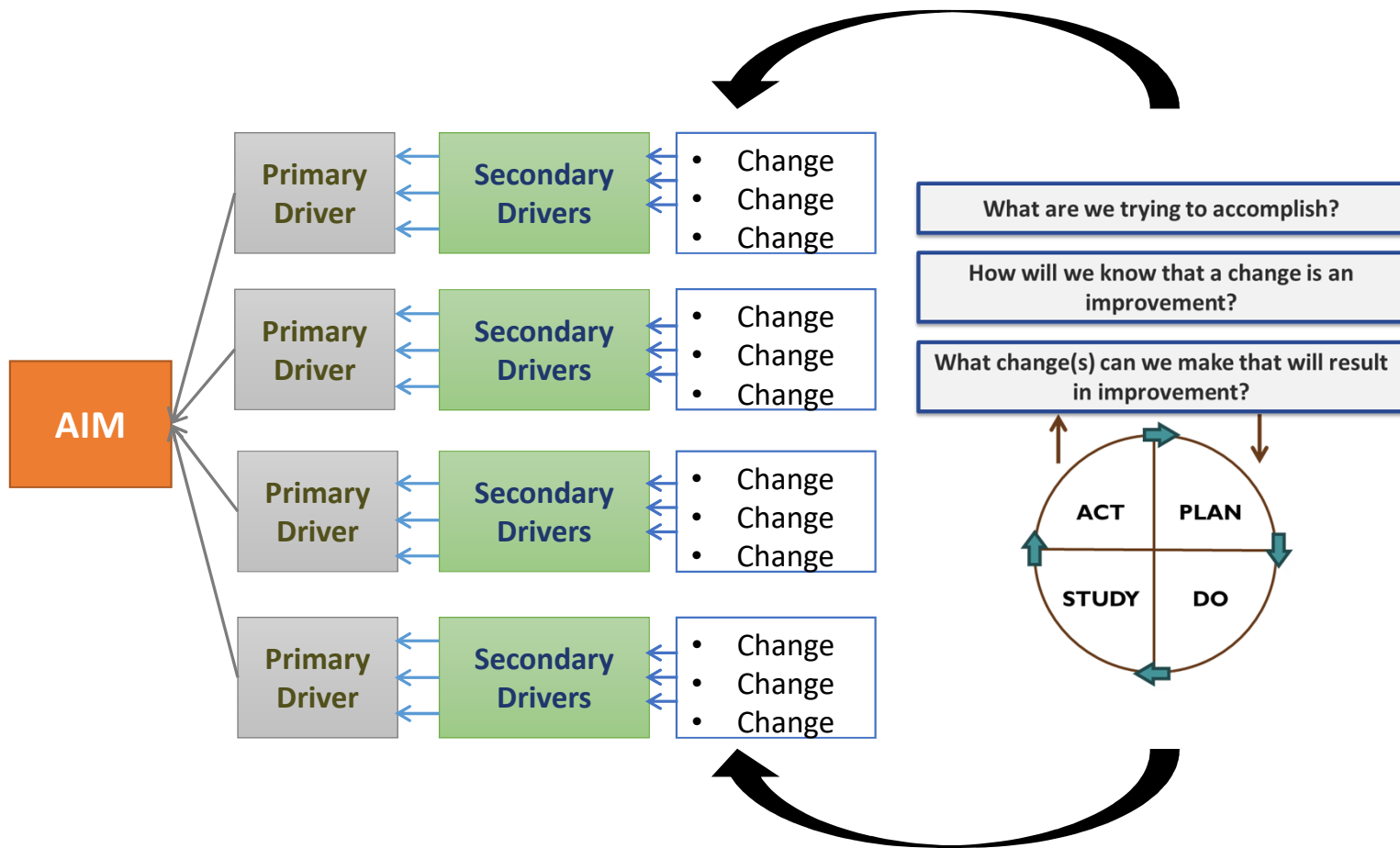


Moving from this...

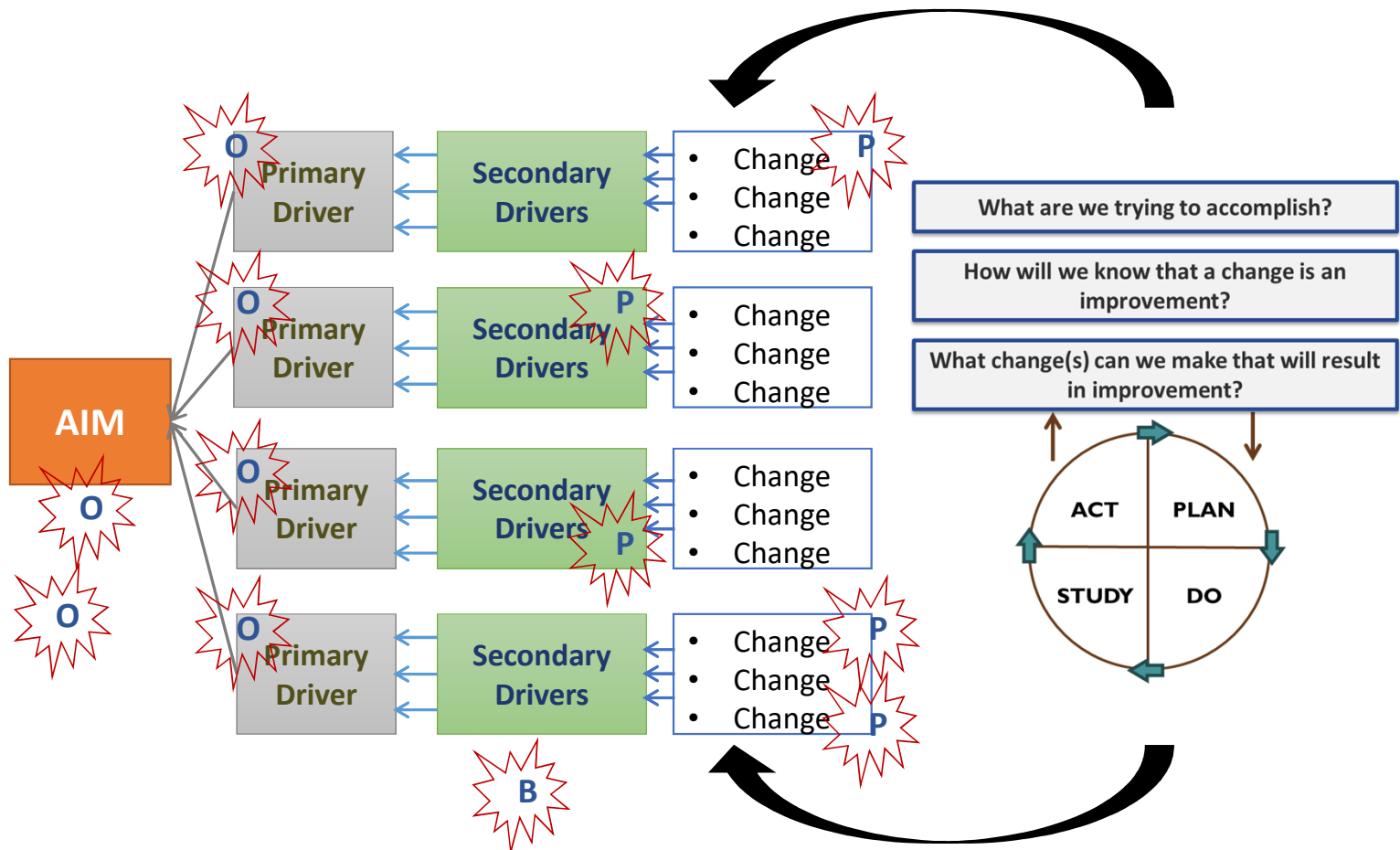


...to alignment and impact



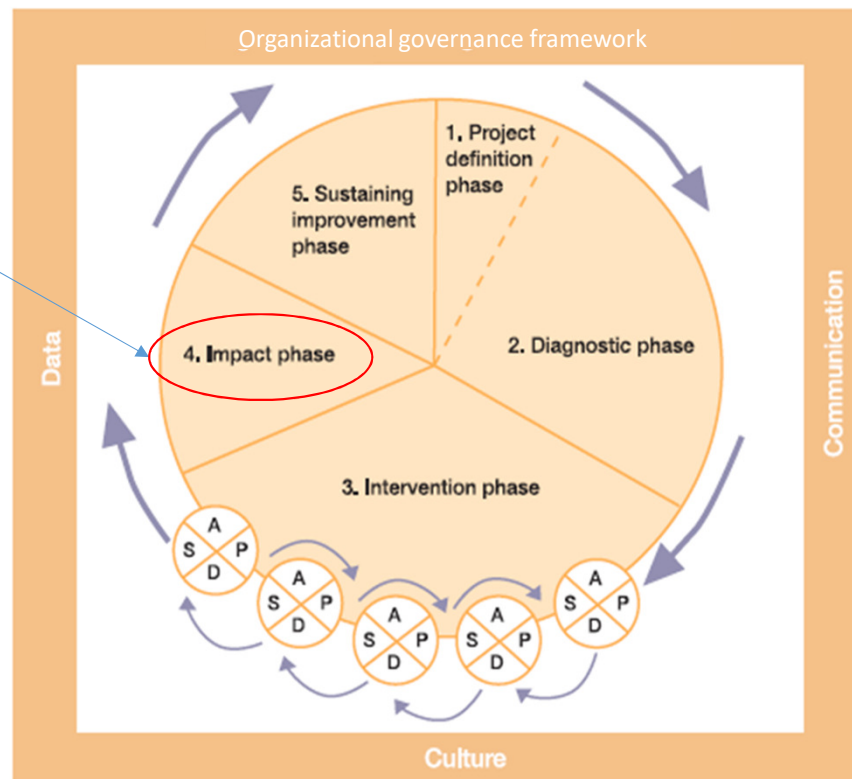


# How do we know that a change is an improvement?



# What is the *work* of improvement?

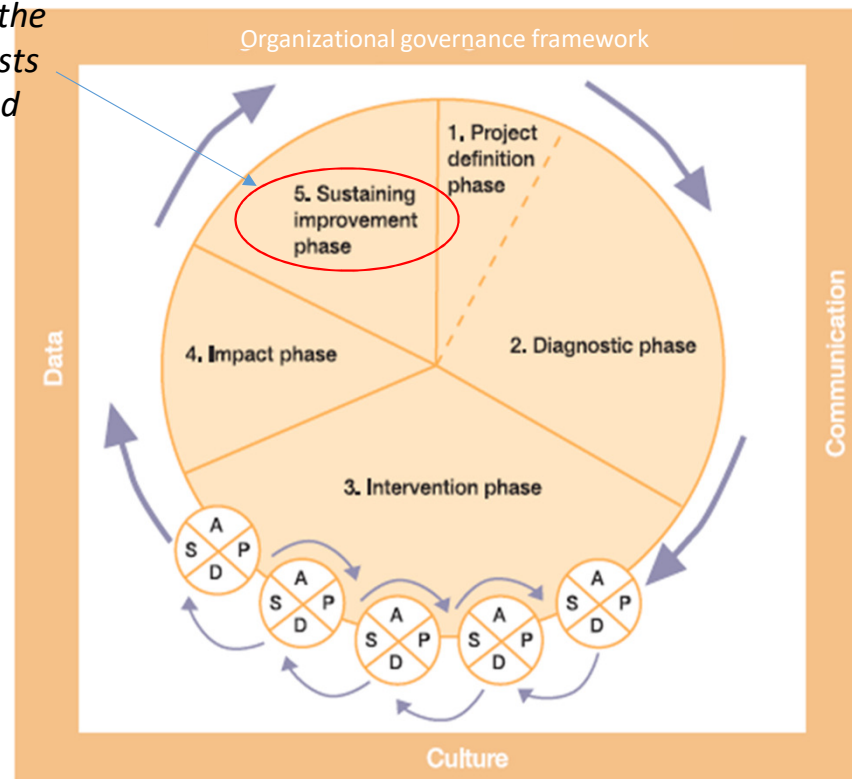
*How do we effectively scale solutions across classrooms or schools and measure effectiveness?*



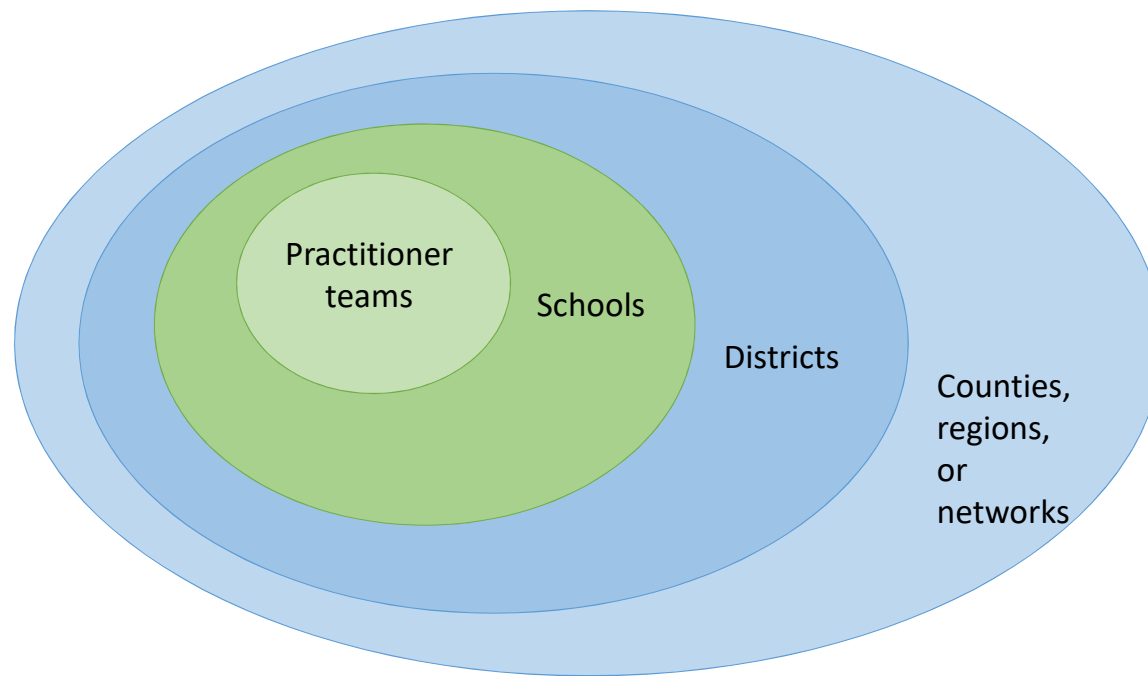


# What is the *work* of improvement?

*How do we monitor data to make sure the improvement persists across locations and over time?*



In education, “improvement organizations” are often nested



# Challenges in California to implementing continuous improvement

- There is a lack of clarity concerning what “continuous improvement” means in practice and how to achieve it.
- Increasing capacity is a known necessity, but strategies and supports to grow capacity are lacking.
- Districts struggle to prioritize continuous improvement when facing constraints of time and resources.
- There is variation in the availability and use of timely, relevant data to support continuous improvement.





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# Questions?



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## GETTING DOWN — TO FACTS II —

What can you do from where you sit to overcome these barriers and realize the vision of continuous improvement in San Diego?



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**Thank you!**

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*Getting Down to Facts II* was funded by the Bill and Melinda Gates Foundation, Dirk and Charlene Kabcenell Foundation, Evelyn and Walter Hass, Jr. Fund, Heising Simons Foundation, S.D. Bechtel, Jr. Foundation, Silver Giving Foundation, and Stuart Foundation.





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