

Policy Analysis for California Education (PACE)  
Research and Policy Annual Conference

# FULFILLING THE PROMISE OF THE LOCAL CONTROL FUNDING FORMULA



Friday, February 2, 2018  
Tsakopoulos Library Galleria, Sacramento

 **PACE**  
*Policy Analysis for California Education*

[edpolicyinca.org](http://edpolicyinca.org)



Founded in 1983, Policy Analysis for California Education (PACE) is an independent, non-partisan research center based at Stanford University, the University of Southern California, and the University of California, Davis. PACE seeks to define and sustain a long-term strategy for comprehensive policy reform and continuous improvement in performance at all levels of California's education system, from early childhood to postsecondary education and training. PACE bridges the gap between research and policy, working with scholars from California's leading universities and with state and local policymakers to increase the impact of academic research on educational policy in California.

## PACE Team

David Plank, *PACE Executive Director*  
Susanna Loeb, *Stanford University PACE Faculty Director*  
Julie Marsh, *USC PACE Faculty Director*  
Michal Kurlaender, *UC Davis Faculty Director*  
Heather Hough, *Executive Director of CORE-PACE Research Partnership*  
Alix Gallagher, *CORE-PACE Director of Research-practice Partnership*  
Michelle Nayfack, *CORE-PACE Senior Researcher*  
Joe Witte, *CORE-PACE Research Data Analyst*  
Hiep Ho, *PACE Communications Specialist*  
Krishna Mamidibathula, *PACE Finance Manager*  
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Al Mijares, *County Superintendent of Schools, Orange County Department of Education*  
Christy Pichel, *former President of the Stuart Foundation*



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# Welcome

February 2, 2018

Dear PACE Friends:

Welcome to the second annual PACE Research and Policy Conference! We are now in the final year of the Brown Administration, with elections on the horizon. Much has changed in the past eight years, but much remains to be done. In this conference we seek to bring together researchers, policymakers and practitioners for an informed discussion about what the future holds for California's education system, with a particular focus on how to expand opportunities and increase success for California's least-advantaged students.

This year's conference focuses on three main themes: strengthening equity under the Local Control Funding Formula (LCFF), improving alignment between pre-K and K-12 education systems, and addressing challenges in special education. Adoption of the Local Control Funding Formula shifted power and responsibility from Sacramento to County Offices of Education, school districts, and charter schools. Continuous improvement in the state's education system consequently depends not just on crafting smart policy, but also on supporting and learning from innovative practice at the local level.

Our Policy/Research Conference will present recommendations for policy along with evidence-based ideas for improving practice in each of these three areas. With regard to equity under LCFF, for example, we have scheduled a morning session to discuss the definition and measurement of equity across districts and schools, to support judgments about how California is doing in meeting the key goals of the new funding formula. We have also scheduled an afternoon session in which local leaders will discuss the innovative strategies and practices that they have implemented to ensure equitable access and outcomes for students living in poverty, English learners, and foster youth. We have similarly scheduled two sessions on each of the other two themes, one of which will address state policy issues and the other of which will present information on local innovations that can support improved performance.

The conference will also feature three keynote sessions. Eloy Oakley, the Chancellor of the California Community Colleges, will present the opening address, and Mike Kirst, the President of the State Board of Education, will present remarks at lunch. In the concluding plenary session Scott Sargrad from the Center for American Progress and Glen Price from the California Department of Education will discuss the current education policy environment in Washington, and what this might mean for California. In addition, Morgan Polikoff will present findings from the most recent PACE/USC-Rossier poll, and Susanna Loeb will discuss the forthcoming "Getting Down to Facts 2" studies.

We are delighted that you have chosen to join us for PACE's Research and Policy Conference, and we look forward to an informative and productive day together.

Sincerely,

David N. Plank, Executive Director, PACE



# FULFILLING THE PROMISE OF THE LOCAL CONTROL FUNDING FORMULA

## PACE Research and Policy Annual Conference

Friday, February 2, 2018 - Tsakopoulos Library Galleria, Sacramento

### AGENDA

8:00am - 8:30am	REGISTRATION AND CONTINENTAL BREAKFAST ( <i>Galleria Main Floor</i> )
8:30am - 9:00am	<p>WELCOME (<i>Galleria Main Floor</i>)</p> <p>Introductory Remarks  <b>David Plank</b>, Executive Director, Policy Analysis for California Education  <b>Michal Kurlaender</b>, Professor of Education, University of California, Davis</p> <p><i>Morning Keynote</i>  <b>Eloy Oakley</b>, Chancellor, California Community Colleges</p>
9:00am - 10:30am	<p>MORNING PLENARY (<i>Galleria Main Floor</i>)</p> <p><b>Plenary A: The Advancing Equity Under Local Control Funding Formula</b>  Moderator: Janelle Scott, University of California, Berkeley  Presenters:</p> <ul style="list-style-type: none"> <li>• Julie Marsh, University of Southern California</li> <li>• Sean Tanner, Learning Policy Institute</li> </ul> <p>Panelists:</p> <ul style="list-style-type: none"> <li>• Kimberly Rodriguez, Office of the Senate President Pro Tempore</li> <li>• Ryan Smith, Education Trust West</li> <li>• Nancy Albarrán, Superintendent, San Jose Unified School District</li> </ul>
10:30am - 10:45am	BREAK
10:45am - 12:00pm	<p>MORNING PLENARIES</p> <p><b>Plenary B: Rethinking Special Education</b> (<i>East Meeting Room</i>)  Moderator: Bill Koski, Stanford University  Panelists:</p> <ul style="list-style-type: none"> <li>• Kristin Wright, California Department of Education</li> <li>• Lauren Lindstrom, Dean of Education, University of California, Davis</li> <li>• Paul Warren, Public Policy Institute of California</li> <li>• Michele Bowers, Lancaster Unified School District</li> </ul> <p><b>Plenary C: Strengthening PreK - 3 Alignment</b> (<i>Galleria Main Floor</i>)  Moderator: Deborah Stipek, Stanford University  Presenters:</p> <ul style="list-style-type: none"> <li>• Deborah Stipek, Stanford University</li> <li>• Cynthia Coburn, Northwestern University</li> </ul> <p>Panelists:</p> <ul style="list-style-type: none"> <li>• Jerry Weast, Former Superintendent, Montgomery County Maryland</li> <li>• Deanna Mathies, Early Learning Department, Fresno USD</li> <li>• Michael Olenick, President and CEO, Child Care Resource Center</li> </ul>
12:00pm - 12:30pm	LUNCH ( <i>Galleria Main Floor</i> )



12:30pm - 1:00pm	<p><b>Results from the January 2018 PACE/Rossier Poll</b> (<i>Galleria Main Floor</i>)          Presenter:</p> <ul style="list-style-type: none"> <li>• Morgan Polikoff, University of Southern California</li> </ul>
1:00pm - 1:30pm	<p><b>California State Policy: Retrospect and Prospect</b> (<i>Galleria Main Floor</i>)          Presenter:</p> <ul style="list-style-type: none"> <li>• Michael Kirst, Stanford University</li> </ul>
1:30pm - 2:45pm	<p>PROMISING PRACTICES FOR CONTINUOUS IMPROVEMENT IN CALIFORNIA</p> <p><b>Presentation A: Leveraging LCFF Resources to Advance Equity</b> (<i>Galleria Main Floor</i>)          Moderator: Janelle Scott, University of California, Berkeley          Panelists:</p> <ul style="list-style-type: none"> <li>• Jorge Aguilar, Superintendent, Sacramento City Unified School District</li> <li>• Nancy Albarrán, Superintendent, San Jose Unified School District</li> <li>• Robert Frausto, Superintendent, Kerman Unified School District</li> <li>• Al Mijares, Superintendent, Orange County Department of Education</li> </ul> <p><b>Presentation B: Promising Practices in Special Education</b> (<i>West Meeting Room</i>)          Moderator: Bill Koski, Stanford University          Panelists:</p> <ul style="list-style-type: none"> <li>• Michele Bowers, Lancaster Unified School District</li> <li>• Carolyn Schwartzbord, San Mateo Union High School District</li> <li>• Ana Ponce, Camino Nuevo Charter Academy</li> </ul> <p><b>Presentation C: Promising Practices in PreK – 3 Alignment</b> (<i>East Meeting Room</i>)          Moderators: Deborah Stipek, Stanford University and Cynthia Coburn, Northwestern University          Panelists:</p> <ul style="list-style-type: none"> <li>• Deanna Mathies, Fresno Unified School District</li> <li>• Jerry Weast, Former Superintendent, Montgomery County Maryland</li> <li>• Donna Silveira, Sanger Unified School District</li> </ul>
2:45pm - 3:00pm	<p><b>Getting Down to Facts II: Progress Report</b> (<i>Galleria Main Floor</i>)          Presenter:</p> <ul style="list-style-type: none"> <li>• Susanna Loeb, Stanford University</li> </ul>
3:00pm - 4:00pm	<p><b>Recent Developments in Federal Education Policy: Implications for California</b> (<i>Galleria Main Floor</i>)          Presenters:</p> <ul style="list-style-type: none"> <li>• Scott Sargrad, Center for American Progress</li> <li>• Glen Price, Deputy Superintendent, California Department of Education</li> </ul>
4:00pm	<p><b>Adjourn</b></p>

# Fulfilling the Promise of the Local Control Funding Formula

## INTRODUCTORY REMARKS

**David Plank** is the Executive Director of Policy Analysis for California Education (PACE). Before joining PACE in January 2007, David N. Plank was a Professor at Michigan State University, where he founded and directed the Education Policy Center. Plank is the author or editor of six books, including the AERA Handbook of Education Policy Research. He has published widely in a number of different fields, including economics of education, history of education, and educational policy. His current interests include the role of the State in education, and the relationship between academic research and public policy. In addition to his work in the United States, Plank has extensive international experience. He has served as a consultant to international organizations including the World Bank, the United Nations Development Program, the Organization for Economic Cooperation and Development, the United States Agency for International Development, the Ford Foundation, and also to governments in Africa and Latin America. He received his Ph.D. from the University of Chicago.



**Michal Kurlaender** investigates students' educational pathways, in particular K-12 and postsecondary alignment, and access to and success in postsecondary schooling. She has expertise on alternative pathways to college and college readiness at both community colleges and four-year colleges and universities. In addition to working with national data, Kurlaender works closely with administrative data from all three of California's public higher education sectors—the University of California, the California State University and the California Community College systems. Kurlaender also studies the impact of racial and ethnic diversity on student outcomes. She is an expert on the dismantling of federal mandatory and voluntary K-12 school desegregation plans and persistent inequalities in segregated minority schools, including access to adequate classroom resources and good teachers. She has worked with several school districts that have undergone major changes in enrollment as a result of legal challenges. She serves on the executive committee of the UC Davis Center for Poverty Research, Wheelhouse: The Center for Community College Leadership and Research at UC Davis. She is also co-director of Policy Analysis for California Education (PACE), and is a researcher with the Center for Analysis of Postsecondary Readiness and the Center for Analysis of Postsecondary Education and Employment, Teachers College, Columbia University.

## KEYNOTE

**Eloy Ortiz Oakley** is best known throughout California and the nation for implementing innovative programs and policies that help students succeed in college. Oakley strongly believes that California's emerging economies demand a workforce with quality credentials and that the state's 114 community colleges play a pivotal role in moving California forward. Under Oakley's leadership, the Long Beach Community College District has received numerous awards and recognitions for its efforts to improve student completion rates and for directly supporting a strong small business and entrepreneurship eco-system throughout the greater Southern California region. Oakley was appointed as the Superintendent-President of the Long Beach Community College District (LBCCD) in 2007. While there he led one of the most diverse community colleges in the nation and provided statewide and national leadership on the issue of improving the education outcomes for historically underrepresented students. For his efforts, the James Irvine Foundation recognized him with their 2014 Leadership Award. Also in 2014, Gov. Brown appointed Oakley to the University of California Board of Regents. In this role, Oakley is using his experiences to better serve all Californians in higher education. In November of 2017, President Obama recognized him as a White House Champion of Change for his work promoting and supporting the national college promise movement. The California Community Colleges Board of Governors appointed Eloy Ortiz Oakley as Chancellor for the California Community Colleges beginning December, 2016. Oakley himself is a community college success story. After serving four years in the U.S. Army, he enrolled at Golden West College and then transferred to the University of California, Irvine for undergraduate and graduate degrees.



## Plenary A: The Advancing Equity Under LCFF

### MODERATOR

**Janelle Scott** is an Associate Professor at the University of California, Berkeley in the Graduate School of Education and African American Studies Department. She earned a Ph.D. in Education Policy from the University of California, Los Angeles Graduate School of Education and Information Studies, and a B.A. in Political Science from the University of California, Berkeley. Prior to earning her doctorate, she taught elementary school in Oakland, California. Her research explores the relationship between education, policy, and equality of opportunity, and centers on three related policy strands: the racial politics of public education, the politics of school choice, marketization, and privatization, and the role of elite and community-based advocacy in shaping public education. Her work has appeared in several edited books and journals, including the *Peabody Journal of Education*, *Educational Policy*, *American Educational Research Journal*, and *Harvard Educational Review*. She is the editor of *School choice and diversity: What the evidence says* (2005, Teachers College Press).



### PRESENTERS



**Julie Marsh** is an Associate Professor at the Rossier School of Education at USC. Marsh specializes in research on policy implementation, educational reform, and accountability. Her research blends perspectives in education, sociology, and political science. Over the past 15 years, her research has examined the implementation and effects of various accountability policies, including studies of the No Child Left Behind Act, school turnaround, teacher evaluation, and charter schools. Marsh has also closely examined school districts as central actors in educational reform, including the roles played by central office administrators in both interpreting and creating policy, as well as the roles of other district actors—school board members, union leaders, citizens, parents, university partners, and community organizations—in advancing system-level reform. Prior to coming to USC in July 2010, Marsh was at the RAND Corporation for eight years, where she last served as Senior Policy Researcher. She received a Ph.D. in Education Administration and Policy Analysis from Stanford University.

**Sean Tanner** is a Senior Researcher on the Early Childhood Learning and the Equitable Resources and Access teams. His research focuses on the impact of pre-k through 12 policies (i.e., accountability and school finance reform) on educational and socioeconomic inequality, particularly for educationally disadvantaged students. He also maintains an interest in methods of causal inference as they relate specifically to education policy knowledge. Tanner received his Ph.D. in Public Policy from the University of California, Berkeley.



### PANELISTS



**Kimberly Rodriguez** has over 15 years of legislative experience, working in the CA State Legislature and lobbying for school district organizations. Ms. Rodriguez has worked as an education policy and fiscal consultant for the Assembly Education Committee, Assembly Budget Committee and the Assembly Appropriations Committee. Currently, Kimberly works for Senate President pro Tempore Kevin de Leon as his chief education advisory. Ms. Rodriguez advises Senator De Leon on all K-12 and Higher education budget and policy issues.

**Ryan J. Smith** is currently the Executive Director of The Education Trust-West, a research and advocacy organization focused on educational justice and the high academic achievement of all California students, particularly those of color and living in poverty. His previous roles include serving as the Director of Education Programs and Policy for the United Way of Greater Los Angeles and the Senior Director of Family and Community Engagement for Partnership for LA Schools, and coordinating Communities for Los Angeles Student Success (CLASS), a Los Angeles-based coalition



of civil rights, education and community advocacy groups dedicated to closing the opportunity and achievement gaps for students-of-color and students living in poverty. Smith is a current Annie E. Casey Foundation Children and Family Fellow and doctoral candidate in Education at UCLA. He has authored more than a dozen editorials and opinion pieces published in the Los Angeles Times, the San Francisco Chronicle, the Sacramento Bee, EdSource, and others.



**Nancy Albarrán** is a veteran educator with nearly two decades of service to San José Unified School District (SJUSD) students and their families, Nancy Albarrán was named Interim Superintendent in September of 2015. At the time she was overseeing the Division of Curriculum and Instruction as Assistant Superintendent. She was permanently appointed as Superintendent in May 2016. She also dedicated four years serving families in Downtown San José as Principal of Lowell Elementary (2003-2007). Under her leadership, the school received the California Association of Bilingual Education (CABE) Seal of Excellence Award for exemplary bilingual program. In addition to her work at Lowell, Nancy served as an assistant principal at Booksin, Olinder, Washington, and Willow Glen Elementary schools (2002-2003). A Southern California native from the San Gabriel Valley, Nancy joined San José Unified in 1999 as a Bilingual Teacher at Horace Mann Elementary, bringing a wealth of experience from two of the largest school districts in California, Oakland Unified and Los Angeles Unified, where she began her teaching career. She holds a Master's Degree in Education, Administration, and Supervision from San José State University and a Bachelor's Degree in Political Science and Social Welfare from the University of California, Berkeley.

Morning Plenary B - East Meeting Room - 10:45am - 12:00pm

## Plenary B: Rethinking Special Education

### MODERATOR

**Bill Koski**, an accomplished clinical teacher and litigator, is the founder and director of the law school's Youth and Education Law Project (YELP). He and the students in the law project have represented hundreds of disadvantaged children and their families in educational equity, disability rights and school reform matters. Professor Koski and YELP are currently representing more than 60 students from across California in the path-breaking *Robles-Wong v. California* lawsuit that seeks to reform California's dysfunctional and insufficient K-12 public school finance system. Reflecting his multidisciplinary background as a lawyer and social scientist, Professor Koski's scholarly work focuses on the related issues of educational accountability, equity and adequacy; the politics of educational policy reform; and judicial decision making in educational policy reform litigation. Professor Koski's current research concentrates on the normative case for and policy implications of ensuring equality of educational opportunity in the current context of educational standards, adequacy and accountability. He was also an associate at Orrick, Herrington & Sutcliffe and then Alden, Aronovsky & Sax. Professor Koski has an appointment (by courtesy) with the Stanford School of Education.



### PANELISTS



**Kristin Wright** is the Special Education Division Director at the California Department of Education (CDE). Wright has spent more than a decade working in education with a focus on special education. Since December 2014, she has worked for the California State Board of Education as an Education Policy Consultant and liaison between the State Board and the CDE on a variety of subjects, including special education, child nutrition, foster and homeless youth, and computer science. In 2013 and 2014, she worked as an Education Programs Consultant within CDE's Special Education Division, serving as a liaison to the Advisory Commission on Special Education (ACSE) and consulting on program and policy matters related to California's Common Core State Standards and accessibility for students with disabilities. She served as a State Senate appointee to the ACSE from 2006 to 2013 and was chair of the advisory commission from 2009 to 2013.



**Lauren Lindstrom** is Dean of the School of Education since June 2017. She brings to the School more than 25 years as an academic and administrator at the University of Oregon's College of Education, most recently as Associate Dean. Dean Lindstrom is an active researcher whose areas of interest include autism and developmental disabilities, special education, career and college readiness and transition services for youth with disabilities, and access to quality education for families in poverty. She has been recognized internationally for her work promoting employment and access for individuals with disabilities.



**Paul Warren** is a research associate at the Public Policy Institute of California, where he focuses on K-12 education finance and accountability. Before he joined PPIC, he worked in the California Legislative Analyst's Office for more than 20 years as a policy analyst and director. He primarily analyzed education policy, but he also addressed welfare and tax issues. Prior to that, he was chief consultant to the state Assembly's committee on education. He also served as deputy director for the California Department of Education, helping to implement testing and accountability programs. He holds a master's degree in public policy from Harvard's Kennedy School of Government.

**Michele Bowers** is native to Lancaster, CA and has over 23 years of experience in educational leadership and community engagement. As Superintendent, Dr. Bowers is responsible for shaping the culture of the 21 elementary and middle schools within the Lancaster School District.



Morning Plenary C - Galleria Main Floor - 10:45am - 12:00pm

## Plenary C: Strengthening PreK – 3 Alignment

### MODERATOR

**Deborah Stipek** is the Judy Koch Professor of Education in the Stanford Graduate School of Education (GSE) and a professor by courtesy of psychology. She also serves as the Peter E. Haas Faculty Director of the Haas Center for Public Service at Stanford. From 2001 to 2012 and then again from 2014 to 2015 she served as the I James Quillen Dean of the GSE at Stanford. Prior to Stanford she was a faculty member at UCLA where she served for 10 of her 23 years there as the Director of the Corinne Seeds University Elementary School and the Urban Education Studies Center. During this period as a faculty member at UCLA she took a year off to work for U.S. Senator Bill Bradley. Stipek's scholarship concerns instructional effects on children's achievement motivation and learning, early childhood education, and elementary education. In addition to over 100 articles and chapters and several edited books, she has written two books on motivation, one targeting researchers and teachers (*Motivation to Learn: Integrating Theory and Practice*) and the other targeting parents (*Motivated Minds: Raising Children Who Love Learning*). She is particularly concerned about learning opportunities for young children living in poverty. In addition to her research on instruction, she has been involved in education policy at the federal and state level. Currently she is chairing a task force for the State of California which will recommend new requirements for people who are authorized to teach young children. In addition to her scholarship, Stipek served for five years on the Board on Children, Youth, and Families of the National Academy of Sciences and is a member of the National Academy of Education. She also chaired the National Academy of Sciences Committee on Increasing High School Students' Engagement & Motivation to Learn and the MacArthur Foundation Network on Teaching and Learning. She currently chairs the Heising-Simons Development and Research on Early Math Education Network. Stipek holds a PhD in Developmental Psychology from Yale University (1977) and a BS in Psychology from the University of Washington (1972).



## PRESENTERS

**Deborah Stipek**, Stanford University (see above for biography)



**Cynthia E. Coburn** is a professor at the School of Education and Social Policy, Northwestern University. Coburn studies the relationship between instructional policy and teachers' classroom practices in urban schools. To date, Coburn has investigated this issue in a series of studies that tackle critical issues facing public schools: the relationship between reading policy and teachers' classroom practice, the scale-up of innovative mathematics curricula, data use at the district level, and the relationship between research and practice for school improvement. In 2011, Coburn was awarded the Early Career Award from the American Educational Research Association in recognition of her contributions to the field of educational research in the first decade of her career. Coburn has a BA in philosophy from Oberlin College, and a MA in Sociology and a PhD in Education from Stanford University.

## PANELISTS

**Jerry Weast**, a veteran of education leadership, including 35 years as a superintendent of schools, has amassed a record of results. Leading school districts in five states, Weast has demonstrated his commitment to ensuring all students graduate prepared and inspired for success in college and careers. Weast is widely respected for his expertise in crafting coherent strategies to sequence change efforts and advises and collaborates with foundations and school district leaders to improve the quality of public education across the United States. Weast led Montgomery County Public Schools (MCPS) to achieve both the highest graduation rate among the nation's largest school districts for four consecutive years and the highest academic performance ever in MCPS as the non-English-speaking student population more than doubled and enrollment tipped toward low socioeconomic demographics. Weast has received numerous awards and honors, including the Educator of the Year Award from the Schott Foundation for Public Education in 2011 and the American Educational Research Association's 2012 Distinguished Public Service Award. Weast is founder and president of the Partnership for Deliberate Excellence, LLC, through which he works with school districts.



**Deanna Mathies** has worked in education for 32 years. She taught Special Education for eight years and spent 13 years teaching first through third grades. Deanna was also a Literacy Coach for teachers teaching fourth through sixth grades. She worked as a Teacher on Special Assignment creating and delivering professional learning for preschool through high school teachers. For the last 8 years Deanna has overseen Early Learning for Fresno Unified School District. While serving as the Manager of Early Learning Deanna led a team implementing a continuum of learning in Fresno Unified School District Early Learning programs. She has helped create and lead an expanded coaching team and Professional Learning Communities in early childhood settings. Currently Deanna is the Fresno Unified School District Executive Officer of Early Learning. She is also a Board Commissioner for the Fresno County Economic Opportunity Commission and is their Head Start Early Childhood expert.

Deanna has a Master's in Education Administration and Supervision, a Cross-Cultural Language and Academic Development (CLAD) certificate, a Special Education Credential, and a Multiple Subjects Teaching Credential with an emphasis in Early Childhood Education.

**Michael Olenick** has been the President and CEO for CCRC since 2004. He oversees all programs, projects, and services provided to over 50,000 children and families each month in a service area spanning 22,500 square miles. For more than three decades, Michael has served on numerous boards and committees at the county, state and national level. He is Currently Public Policy Chair for the CA R&R Network; VP and Public Policy Chair for Child Care Alliance. He obtained his BA from the University of Illinois and then a master's degree from the Erikson Institute. After receiving his master's degree, Michael taught for several years at the Chicago Child Care Society in Hyde Park, Illinois. He received his Ph.D. in Education from UCLA. Michael was recently honored by the California Youth Connection with their Legend award, The Child Development Institute with Their Heart Of Gold Award, and the Greater San Fernando Valley Chamber of Commerce with their Community Award of Excellence. He has been appointed by Gov Brown to the California State Advisory Commission on Early Learning and Care and appointed by Assembly Speaker to Assembly Blue Ribbon Commission on Early Childhood Education.



## Results from the January 2018 PACE/Rossier Poll

**Morgan Polikoff** is an Associate Professor of Education at Rossier. His areas of expertise include K-12 education policy; Common Core standards; assessment policy; alignment among instruction, standards and assessments; and the measurement of classroom instruction. Dr. Polikoff uses quantitative methods to study the design, implementation, and effects of standards, assessment, and accountability policies. Recent work has investigated teachers' instructional responses to content standards and critiqued the design of school and teacher accountability systems. Ongoing work focuses on the implementation of Common Core standards and the influence of curriculum materials and assessments on implementation. He is an Associate Editor of American Educational Research Journal and on the editorial boards for AERA Open and Educational Administration Quarterly. His research is currently supported by the National Science Foundation, the WT Grant Foundation, and the Institute of Education Sciences, among other sources. Dr. Polikoff received his doctorate from the University of Pennsylvania's Graduate School of Education in 2010 with a focus on Education Policy and his Bachelors in Mathematics and Secondary Education from the University of Illinois at Urbana-Champaign in 2006.



## California State Policy: Retrospect and Prospect



**Michael W. Kirst** is Professor Emeritus of Education and Business Administration at Stanford University. In 2011, Kirst became the President of the California State Board Of Education for the second time. Professor Kirst was a member of the California State Board of Education (1975/1982) and its president from 1977 to 1981. Dr. Kirst received his bachelor's degree in economics from Dartmouth College, his M.P.A. in government and economics from Harvard University, and his Ph.D. in political economy and government from Harvard. Before joining the Stanford University faculty, Dr. Kirst held several positions with the federal government, including Staff Director of the U.S. Senate Subcommittee on Manpower, Employment and Poverty, and Director of Program Planning and Evaluation for the Bureau of Elementary and Secondary Education in the U.S. Office of Education (now the U.S. Department of Education). He was a Budget Examiner in the Federal office of Budget and Management, and Associate Director of the White House Fellows. He was a program analyst for the Title I ESEA Program at its inception in 1965. Dr. Kirst is active in several professional organizations. He was a fellow at the Center for Advanced Study in Behavioral Sciences. He has been a member of the National Academy of Education since 1979. He was Vice-President of the American Educational Research Association and a commissioner of the Education Commission of the States. Kirst co-founded Policy Analysis for California Education (PACE).

## Presentation A: Leveraging LCFF Resources to Advance Equity

### MODERATOR

**Janelle Scott**, University of California, Berkeley (*see page 5 for full biography*)

### PANELISTS

**Nancy Albarán**, Superintendent, San Jose Unified School District (*see page 6 for full biography*)



**Jorge Aguilar** was named superintendent of Sacramento City Unified School District in May 2017, after serving as Associate Superintendent for Equity and Access at Fresno Unified School District. Aguilar has more than 20 years of experience in K-12 and higher education, with a strong focus on equity and achievement. Aguilar has a degree in Latin American studies and Spanish and Portuguese from University of California, Berkeley, and a law degree from Loyola Law School in Los Angeles. Recognized as a state and national education leader, Aguilar has also worked as a legislative fellow in the state Capitol, and served as Associate Vice Chancellor for Educational and Community Partnerships at U.C. Merced, where he also served as Special Assistant to the Chancellor. Aguilar’s accomplishments earned him an invitation to the White House in 2015 from then First Lady Michelle Obama to present on educational equity and access at a convening hosted by the National Consortium for School Counseling and Postsecondary Success. He is also the recipient of the Winston Doby Impact Award, given to exceptional professionals who are chosen by their colleagues for their commitment to improving educational opportunities for California students. In 2015, he was appointed to the state’s Advisory Task Force on Accountability and Continuous Improvement.

**Al Mijares** was appointed Orange County Superintendent of Schools in August 2012, and prior to that time he served for six years as the Vice President of the College Board where he worked to expand the high school-to-university pipeline, in order to assure the college readiness and success for students, especially the underrepresented. He joined the College Board after serving as Superintendent of the Santa Ana (CA) Unified School District for more than 11 years. Under his guidance, the district received national recognition for successfully meeting the needs of its diverse student body. Before Santa Ana, Mijares served as Superintendent of the Bakersfield (CA) City School District and Coachella Valley (CA) Unified School District and as a principal in the Moreno Valley Unified School District in Riverside County, CA. Before and during these administrative posts, he held faculty positions as an adjunct professor at Chapman University in Orange, CA, and taught part-time at both Pepperdine University’s Los Angeles campus and at Compton College in Compton, CA. He is the recipient of several honors, including the American Association of School Administrators Leadership for Learning Award, the Orange County Hispanic Chamber of Commerce’s 2005 Educator of the Year Award, the League of United Latin American Citizens’ 2004 Excellence in Education Award, the Association of California School Administrators’ Diversity Award, and the California School Board Association’s Merit Award for Outstanding Leadership. He earned his Ph.D. from the University of Southern California. He holds several school credentials, including school psychology and school administration.



**Robert Frausto**, Robert Frausto is in his tenth year serving as the Superintendent of the Kerman Unified School District. During his tenure in Kerman he has been actively involved in the community and has served as the President of Kerman Kiwanis and Kerman Rotary, has served on the Board of Directors for Girl Scouts of Central California South, as the Vice President of CREATE for the Westside (a community based nonprofit organization), a member of the Board of Directors for the California School Based Health Alliance and President of ACSA Region 9 which covers Madera, Merced, Mariposa and Fresno counties. Mr. Frausto earned his Bachelor of Science Degree from California State University Fresno and Master of Arts Degree from Fresno Pacific University. He holds a Pupil Personnel Services Credential, Administrative Credential and Multiple Subjects Teaching Credential. Robert has been recognized for his contributions as the recipient of the 2015 California School Based Health Alliance Educator Award, 2015 ACSA Region 9 Superintendent of the Year Award and the 2013 ACSA Region IX Presidents’ Award, among others.



Afternoon Planery - West Meeting Room - 1:30pm - 2:45pm

## Presentation B: Promising Practices in Special Education

### MODERATOR

**Bill Koski**, Stanford University (see page 6 for full biography)

### PANELISTS

**Michelle Bowers**, Lancaster Unified School District (see page 7 for full biography)



**Carolyn Schwartzbord** has been in special education since 1988. She started as a teacher in an Early Childhood Education Diagnostic Class assessing and making recommendations for classroom placement for students with significant disabilities. She then served as the Director of Special Education for both the Portola Valley School District and the San Mateo County Office of Education under a shared agreement. She became the full time Director of Portola Valley School District for 11 years, from 1998 – 2009. Since July 2010 to June 2016, she has served as Assistant Superintendent of Special Education for the Ravenswood City School District (RCSD), which is a k-8 district. Her responsibilities were to develop policies, work with staff and monitored the Ravenswood Self Improvement Plan. Ravenswood is a fully integrated school district with students with IEPs educated in the general ed. classroom. Since July 2016 until the present, Ms. Schwartzbord is the Director of Special Education in the San Mateo Union High School District. Ms. Schwartzbord believes that every student can learn and, to the extent possible, be integrated within a comprehensive high school campus. All students with disabilities must have access to general education and the Common Core Standards. The SMUHSD offers a variety of supports and services to students with disabilities which is dependent on their unique needs. The IEP is developed and implemented based on those needs as defined in the IEP meeting.

**Ana Ponce** is committed to providing high quality educational options for families in the greater MacArthur Park area of Los Angeles. Under her leadership, the Camino Nuevo Charter Academy schools have earned widespread recognition for academic excellence, particularly for improving outcomes for Latino English language learners, and won the Title 1 Academic Achievement award, the California Association of Bilingual Education Seal of Excellence, and the California Distinguished Schools award. For her efforts, Forbes magazine named Ana one of the top seven most powerful educators in the world. Ana was a Teach for America corps member and taught for three years at a South L.A. district school. Determined to close the achievement and opportunity gaps for low-income, minority students, she helped open the first independent charter school in South L.A., where she taught for seven years before joining Camino Nuevo in 2001. At Camino Nuevo, she found herself working with families in the neighborhood where she grew up, investing them and their children in being College Ready, College Bound. Ana holds a master's degree in bilingual-bicultural education from Teachers College, Columbia University, and a second master's from the University of California, Los Angeles. She also earned a doctorate in educational leadership from Loyola Marymount University. A veteran of the charter schools movement in California, she serves on several boards and committees, including the Board of the California Charter Schools Association, the Educators of Color (EdLoc) Leadership Committee, and the L.A. County Commission on Local Government Services.



Afternoon Planery - East Meeting Room - 1:30pm - 2:45pm

## Presentation C: Promising Practices in PreK – 3 Alignment

### MODERATORS

**Deborah Stipek**, Stanford University (*see page 7 for full biography*)

**Cynthia Coburn**, Northwestern University (*see page 8 for full biography*)

### PANELISTS

**Deanna Mathies**, Fresno Unified School District (*see page 8 for full biography*)

**Jerry Weast**, Former Superintendent, Montgomery County Maryland (*see page 8 for full biography*)

**Donna Silveira** is the Director of Infant and Child Care Programs in Sanger Unified School District. Previously, she was a school psychologist and program coordinator. She has over 20 years of experience with the California State Preschool Program.



## Getting Down to Facts II: Progress Report



**Susanna Loeb** is the Barnett Family Professor of Education at Stanford University, faculty director of the Center for Education Policy Analysis, and a director of Policy Analysis for California Education (PACE). She specializes in the economics of education and the relationship between schools and federal, state and local policies. Her research addresses teacher policy, looking specifically at how teachers' preferences affect the distribution of teaching quality across schools, how pre-service coursework requirements affect the quality of teacher candidates, and how reforms affect teachers' career decisions. She also studies school leadership and school finance, for example looking at how the structure of state finance systems affects the level and distribution of resources across schools. Susanna is a senior fellow at the Stanford Institute for Economic Policy Research, a faculty research fellow at the National Bureau of Economic Research, a member of the Policy Council of the Association for Policy Analysis and Management, and Co-Editor of Educational Evaluation and Policy.

## Recent Developments in Federal Education Policy: Implications for California

**Scott Sargrad** is the managing director of K-12 Education Policy at American Progress. In this role, he focuses on the areas of standards, assessments, school and district accountability systems, and school improvement. Prior to joining American Progress, Sargrad served as the deputy assistant secretary for policy and strategic initiatives in the Office of Elementary and Secondary Education at the U.S. Department of Education, where he had the primary responsibility for key K-12 education programs and initiatives, including the Title I program, Elementary and Secondary Education Act flexibility, and School Improvement Grants. He joined the department in 2009 as a presidential management fellow in the National Institute on Disability and Rehabilitation Research and also worked as a senior policy advisor in the Office of Planning, Evaluation and Policy Development. Previously, Sargrad taught mathematics, coached cross country and track and field, and was a special-education instructional assistant. He also worked on disability policy and taught English in Hanoi, Vietnam. Sargrad received his undergraduate degree in mathematics with a minor in philosophy from Haverford College and a master's degree in education policy and management from the Harvard Graduate School of Education.



**Glen Price's** extensive work in public education includes serving two terms as an elected board member of the West Contra Costa Unified School District, one of California's largest urban districts. His professional career spans four decades organizing, facilitating, planning, researching, and evaluating programs and initiatives that build more just societies and create greater equity for children and families, both internationally and in the United States. Glen has been the principal team leader for efforts that have raised over \$1 billion dollars for the capital, program, and strategic planning needs of public and private agencies. He has worked extensively with numerous non-profit organizations, local education agencies, government entities, and collaborative initiatives including the United Nations Food and Agriculture Organization, American Red Cross, CARE, World Wildlife Fund, First 5 California, S.D. Bechtel Jr., Foundation, David and Lucile Packard Foundation, Stuart Foundation, and others. In 2009, the Alameda County Family Justice Center presented Glen with its first "Champion Extraordinaire" award. In 2017, the Association for Talent Development Sacramento Chapter presented Glen with its "Champion of Learning" award. Glen's most recent work supporting major statewide education initiatives in California includes facilitating and coordinating the development, implementation, and evaluation of: Blueprint for Great Schools I and II; Greatness by Design: Supporting Outstanding Teaching to Sustain a Golden State; and many others. Currently, Glen serves as a Chief Deputy for State Superintendent of Public Instruction Tom Torlakson at the California Department of Education (CDE). At CDE, he is working with internal and external teams to develop and implement accountability and continuous improvement systems that support the implementation of California's groundbreaking Local Control Funding Formula.

## CORE-PACE Research Partnership

In October 2015, Policy Analysis for California Education (PACE) and the CORE Districts launched the CORE-PACE Research Partnership. This research partnership is focused on producing research that informs continuous improvement in the CORE Districts and policy and practice in California and beyond. The CORE districts (Fresno, Garden Grove, Long Beach, Los Angeles, Oakland, Sacramento City, San Francisco, and Santa Ana Unified School Districts) together serve nearly a million students and utilize a unique multiple measures data system to work together to improve student outcomes. Our research aims to deepen their learning, while sharing lessons more broadly to accelerate improvement across the state. To learn more about this work or to get involved, contact the project director, Heather Hough at [hjrough@stanford.edu](mailto:hjrough@stanford.edu).



## The Local Control Funding Formula Research Collaborative (LCFFRC)

The Local Control Funding Formula Research Collaborative (LCFFRC) brings together a diverse set of policy experts who, since 2014, have been documenting implementation of the Local Control Funding Formula (LCFF), California's pathbreaking finance and governance system. Operating under the auspices of Policy Analysis for California Education (PACE), principal LCFFRC researchers are Julia Koppich (J. Koppich & Associates), Daniel Humphrey (Independent Consultant), Julie Marsh (University of Southern California), Jennifer O'Day (American Institutes of Research), Magaly Lavadenz (Loyal Marymount), and Laura Stokes (Inverness Research).



## PACE Continuous Improvement Publications

PACE. **2020 Vision: Rethinking Budget Priorities Under the LCFF.** 2014

Mary Perry, Nazaneen Khalilnaji-Otto, Katie Brackenridge. **Summer Learning – A Smart Investment for California School Districts.** 2018

Sherrie Reed. **Community Collaboration in Teacher Recruitment and Retention.** 2018

Tom Luschei. **Educating California's Disadvantaged Children: Lessons from Colombia.** 2017

Heather Hough, Jason Willis, Alicia Grunow, Kelsey Krausen, Sylvia Kwon, Laura Steen Mulfinger, Sandra Park. **Continuous Improvement in Practice.** 2017

Katie Brackenridge, Jessica Gunderson, Mary Perry. **Expanding Learning: A Powerful Strategy for Equity.** 2017

Mark Murphy. **Promising Practices in School District Budgeting Under LCFF.** 2017

Elizabeth Friedmann. **Building Intersegmental Partnerships.** 2017

Jorge Aguilar, Michelle Nayfack, Susan Bush-Mecenas. **Exploring Improvement Science in Education: Promoting College Access in Fresno Unified School District.** 2017

Jorge Ruiz de Velasco, Daisy Gonzales. **Accountability for Alternative Schools in California.** 2017

## ***Thank you***

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