California's Emerging Accountability System:
Potential Architecture of a Single, Coherent System

| **Local (Districts, COEs, Charters) Continuous Improvement & Accountability** | **Integrated State and Federal Continuous Improvement, Support & Accountability System** |

8 LCFF Priorities and Local Priorities

The 8 LCFF Priorities and any Local Priorities provide the foundation for LEAs to set goals to improve student outcomes through *LCAP & Annual Update* process.

Conditions of Learning
- *Basic Resources*
- *Implementation of State Standards*
- *Course access*

Pupil Outcomes
- *Pupil achievement*
- *Other pupil outcomes*

Engagement
- *Parental involvement*
- *Pupil engagement*
- *School Climate*

LCFF Evaluation Rubrics

LCFF Evaluation Rubrics organize the LCFF metrics into a concise set of *key indicators*, which are grouped with *associated indicators*.

LCFF Evaluation Rubrics support local planning and reflection on practice within the State and Local Priorities through review of *outcomes and improvement* on "key" and "associated" indicators (and other local measures).

Key indicators

Assistance and Support Standards

LCFF Evaluation Rubrics include *assistance and support standards* for each *key indicator*.

Seeking congruence with ESSA, *assistance and support standards* will be set, at least, for:
- Student achievement (ELA, Math);
- Graduation rate;
- Progress of English learners toward proficiency;
- Another K-8 academic measure;
- At least one other measure.

For LEAs and schools that meet assistance and support standard(s):
- Assess performance using LCFF evaluation rubrics to inform local LCAP and Annual Update process.

Assistance and Support

For the small number of LEAs and/or schools that do not meet assistance and support standard(s) for one or more years:
- Receive **technical assistance and support**.

If they do not meet assistance and support standard(s) *for multiple years*:
- Graduate to **more intensive state assistance/ intervention**.