



## **AB 2548 (WEBER) – SCHOOL ACCOUNTABILITY AND EQUITY**

### Overview

California is redesigning its school accountability system to fit the Local Control Funding Formula (LCFF), new standards, and new assessments. The LCFF created an accountability framework, including the Local Control and Accountability Plans, 8 state priorities for local education agency (LEA) activities with 23 metrics to measure performance, and an evaluation rubric that may be used to identify LEA strengths and weaknesses. LEAs that do not improve pupil achievement in more than one priority area for one or more subgroup of students shall be eligible for additional supports and assistance.

In December 2015, President Obama signed the Every Student Succeeds Act (ESSA). ESSA changed the federal rules for school accountability, and shifted authority for major decisions to the states. States must select multiple measures of school performance and use these indicators to meaningfully differentiate schools. They must also select ambitious statewide goals for achievement, and set goals for closing gaps in achievement for student groups starting off further behind. States must also identify schools in need of support and assistance.

AB 2548 would ensure alignment of key provisions of the local, state, and federal school accountability systems in California; establish a system that serves local and state needs; and satisfy federal requirements.

### AB 2548 would:

1. Establish the following LCFF indicators as “key indicators” for school and LEA accountability:
  - For elementary and middle schools: (1) a measure of pupil achievement in, at minimum, English language arts, mathematics, and science; (2) a measure of academic growth; (3) a measure of progress toward English proficiency for English learners; (4) chronic absence rates; and (5) a measure of school climate.
  - For high schools: (1) a measure of pupil achievement in, at minimum English language arts, mathematics, and science; (2) graduation rates; (3) a measure of progress toward English proficiency; (4) a measure of college and career readiness; (5) chronic absence rates; and (6) a measure of school climate.

These key indicators would be used to differentiate performance of all public schools.

2. Require ambitious, statewide standards for performance and expectations for improvement for each indicator, and set the expectation that student groups starting at lower levels of performance make faster progress to close gaps.
3. Use the key indicators to identify schools for supports and assistance.
4. Clarify that county superintendents and the California Collaborative for Educational Excellence would use data from all of the 8 state priority areas to determine the most effective assistance for LEAs.
5. Require an electronic platform for display of all measures of student performance so that all stakeholders have quick and easy access to the data.

**AB 2548 is co-sponsored by The Education Trust–West and Children Now.**