State Board of Education Adopts emergency Local Control Funding Formula (LCFF) and Local Control Accountability Plan

After a surprise visit by Governor Jerry Brown and nearly a whole day of testimony from hundreds of school district and county office teams, statewide associations, parent and student groups, equity and civil rights groups, and individuals, the State Board of Education (SBE) voted unanimously to adopt the draft LCFF/LCAP emergency regulations without amendment. Click here to access the adopted regulations and LCAP template: SBE Adopted LCFF & LCAP Emergency Regs Jan 2014

Some groups sought a second round of amendments to the regulations to further restrict the use of supplemental and concentration grant funds intended to better support educational goals of English Learners, low income students and foster youth. School districts and county offices throughout the state, many joining an organized effort by ACSA and CSBA, responded by supporting the draft regulations as appropriately focused on achieving results for these three subgroups, but within a framework of local discretion. The emphasis in the regulations is on local decision-making through a transparent and collaborative process with stakeholders including community and parent groups. State Board members conceded that, though not perfect, the regulations strike the right balance among many competing interests.

The most important part of the hearing happened right at the beginning. Several legislators showed up to talk about how the supplemental and concentration grants were supposed to be restricted to serving specific student subgroups. The implicit message was that the legislators are watching and willing to amend statutes, if necessary, to enforce their view on the SBE. Then Governor Brown arrived and made broad statements about subsidiarity while sending a not-so-implicit message that any attempt to change the LCFF will need to go across his desk. With this strong show of support from the Governor, and the great testimony from district and COE teams, the SBE resisted the pressure to further restrict supplemental and concentration grant funds, and to further prescribe the contents of the LCAPs.
CISI Fall 2013 Workshops – High Attendance
Attendance at the CISI Fall 2013 workshops was up substantially from last year with 200+ district staff, including Superintendents, Assistant Superintendents, CBOs, Directors of Curriculum and Instruction and Principals in attendance, statewide. The Resource Book is now available online at cisi.ucdavis.edu. CISI Spring 2014 Workshops are planned for April 2014 with a supplement after the May budget revision.

Academic Literacy Summit at UC Davis
The UC Davis School of Education is hosting the 7th Annual Academic Literacy Summit at UC Davis in the UC Davis Conference Center on February 6, 2014, 8am-4pm.

This year's Academic Literacy Summit will focus on how PK-16 educators can imaginatively adapt to the new California Common Core Standards in literacy across all subjects. These new standards promise teachers greater flexibility in helping all their students achieve, and this year's Summit will serve to showcase and discuss innovative ideas for teachers and schools.

For more information, click here. General Registration - $170; Student Registration Register Now Email Laura Myers at ucdmyers@ucdavis.edu with any questions. Co-Sponsored by the UC Davis School of Education, the Academic Literacy Project, the CRESS Center, and the University Writing Program along with the Carlston Family Foundation and Yolo County Office of Education

Superintendents’ Executive Leadership Forum (SELF) 2014 is Underway!
The sixth Cohort of the Superintendents’ Executive Leadership Forum (SELF) is underway at UC Davis. Sponsored in part by a generous grant from the Stuart Foundation, the SELF program brings together an annual cohort of 15-20 K-12 school district superintendents for all day sessions with leaders in the field of educational research.

The next SELF Session on January 24, 2014 will be presented by Dr. Marguerite Roza, Director of the Edunomics Lab at Georgetown University, an expert in quantitative policy analysis, particularly in the area of education finance. Her recent research traces the effects of fiscal policies at the federal, state, and district levels for their implications on resources at school and classroom levels.

For more information on SELF, visit the CISI website at cisi.ucdavis.edu.
Off the Shelf - Instructional Rounds in Education

*Instructional Rounds in Education: A Network Approach to Improving Teaching and Learning (2009)* by Elizabeth City, Richard Elmore, Sarah Fiarman and Lee Teitel of Harvard University. — inspired by the medical-rounds model used by physicians in hospital settings, this work pioneers a new form of professional learning. Instructional rounds networks, whereby classroom observations lead to consensus building and collaborative development of defined “problems of practice” and “theories of action”, aim to improve learning outcomes.

*School-Based Instructional Rounds: Improving Teaching and Learning Across Classrooms (2013)* by Lee Teitel an originator of the Instructional Rounds practice. In *School-Based Instructional Rounds*, Teitel offers detailed case studies of five different models of school-based rounds, investigating critical lessons from each. Expanding rounds to include teachers offers opportunities for a more direct connection to instructional improvement. Areas of experimentation include increasing the frequency of visits, engaging participants in diverse roles, and modifying the structure or focus of rounds work.

Instructional Rounds training will be held at UC Davis in Spring 2014 for the third consecutive year. We are looking districts to host two days of site visits. Please let us know if you are interested in hosting Instructional Rounds training in your district.

**FAFSA Completion Rate Study – Significant Increases in College Enrollment are linked to FAFSA Completion**

Research has shown that completion of the Free Application for Federal Student Aid (FAFSA) correlates to significant increases in college enrollment. The US Department of Education has created an online tool to assist high schools in tracking FAFSA completion rates in order to increase FAFSA completion and improve access to college. For a more in depth analysis, please follow this link to the [Pathways to Postsecondary Success Policy Report](http://www.ed.gov).”

“We know that completing a FAFSA is a critical component of accessing higher education, and this data will be a key tool for high school guidance counselors and local officials,” said U.S. Secretary of Education Arne Duncan. “We hope that by providing this resource in the heart of FAFSA filing season we can empower school leaders as they assist students and families in preparing for college.”

To access the Federal Student Aid website and the online FAFSA tracker for high schools, click [here](http://www.fafsa.ed.gov).