

Supporting Successful Implementation of the LCFF/LCAP Continuous Improvement Model

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California County Superintendents
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A successful track record

California districts have done a good job on initial implementation of Common Core State Standards and Smarter Balanced Assessments – but much remains to be done.

Common Core

- Teacher professional development
- Leadership development
- Communication to parents and the public

Smarter Balanced Assessment Consortium (SBAC)

- Successful field test and initial live administration

Why successful implementation is important

We are shifting from a model of state/federal-driven compliance procedures to a locally-driven system of continuous improvement, based on the eight state priorities, while also valuing priorities and metrics defined by school districts.



State-driven compliance



Local continuous improvement

Creating a continuously improving system

“With the simultaneous implementation of LCFF and LCAP, along with new standards, curriculum, and assessments, schools and school districts throughout California have a unique opportunity to reconfigure themselves as learning organizations, committed to continuous improvement and explicitly organized to support experimentation, evaluation, and organizational learning.”

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Partnerships

“To the greatest extent possible, the CCEE should build on existing infrastructure, supporting and coordinating the efforts of the many agencies that are already engaged in the work of improving the performance of schools and students in California. This would clearly include work to inform and support the technical assistance work of COEs...”

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Service Regions



- 1. North Coast
- 2. Northeastern
- 3. Capital
- 4. Bay
- 5. South Bay
- 6. Delta Sierra
- 7. Central Valley
- 8. Costa Del Sur
- 9. Southern
- 10. RIMS
- 11. Los Angeles

Most county offices work with multiple school districts.

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County Superintendents supporting districts

- Collaborate with districts to implement the philosophy behind the LCAP model (i.e., continuous improvement focused on student outcomes and closing the achievement gap, need for professional development, local ability to add priorities/metrics, budgetary flexibility) as well as the specific requirements
- Guide and support districts in refining their LCAPs through collaborative reviews, professional development and technical assistance with implementation
- Review and approve LCAPs in conjunction with district budgets



Collaborate



Guide and support



Review and approve

This is the opportunity

...to support a system of continuous improvement guided by high quality professional development, rather than default to traditional compliance. We need to reinforce the idea of the LCAP as a continuous improvement plan, which is not static and evolves over time.



Our work to date

- Provided extensive presentations and assistance to districts in each county on LCAP development
- Conducted statewide calibration workshops
 - 300 participants from virtually all county offices
- Held calibration meetings within CCSESA regions
- Held calibration meetings within individual county offices
- Developed CCSESA LCAP Approval Manual
- Established CCSESA LCAP Coordinating Committee



The work ahead

- Work of six county offices with Cal Ed Partners to develop model trainings that can be delivered with fidelity by all COEs
- Develop and maintain professional networks and consortia to allow colleagues to assist one another
- “Best practices” will be useful, but must be vetted, not just a compendium



Technical assistance

- County superintendents are working collaboratively with districts so they identify needs and address those needs before deeper technical assistance is required
- Process of review and refinement of LCAP constitutes high quality assistance
- FCMAT model has worked
 - Quality staff providing analysis/assistance
 - Flexible to organize and deploy staff/assistance teams as needed

Moving forward

Close coordination is essential

- There must be tight coordination among CDE/West Ed's Comprehensive Center, SBE and county superintendents
- Convene an on-going action team of leadership from these organizations to ensure that plans and work are aligned and produced in a timely fashion
- Organize for continuous improvement of entire system, not just school district implementation



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