



LCAP Support, Review, and Approval

Year 2: Lessons Learned

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California County Superintendents
Educational Services Association

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

CCSESA 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.

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 capacity building – HR, Professional Development, Data Management, Facilities, etc. and 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

Sacramento County

241,000 Students

13 School Districts

Smallest District
334 Students



Largest District
62,888 Students

LCAP Professional Development for Sacramento County Districts, 2013–14

- November–April
 - County office training – 2 days
 - 3 6-hour workshops for district teams and charters
 - Overview of LCFF
 - The Template and Regulations
 - Goals and Metrics
 - Actions and Services
 - Supplemental and Concentration
 - Development of county website
 - LCAP plans and resources

LCAP Preparation Support for Sacramento County Districts, 2013–14

- March–April
 - Face-to-face meetings with each district (2-3 hours each)
 - Review of early drafts
 - Discussion of Stakeholder Engagement
 - General Q & A
 - Advice on good planning
- April–June
 - Continued support and consultation with each district
 - Meetings, conference calls, emails
 - During this period, reviewed 2-3 drafts from each district

LCAP Review of Sacramento County District Plans, 2013–14

- June 30–August 31
 - Review of each district's LCAP (average length of LCAP is 50 pages; 4-member review team)
 - Calibration of reviewers
 - Clarification calls
 - Review of revisions to LCAPs
 - Drafting of letters
 - Collection of charter LCAPs

LCAP Professional Development for Sacramento County Districts, 2014–15

- October–March
 - County office calibration training – 2 days
 - 2 half-day workshops for district teams and charters
 - New template
 - Annual Update
 - Data
 - Changes in regulations
 - Website updates and posting of best practices

LCAP Preparation Support for Sacramento County Districts, 2014–15

- March–April
 - Face-to-face meetings with each district (2-3 hours each)
 - Discussion of Annual Update
 - Reviews of early drafts
 - Advice on good planning for continuous improvement and content
 - General Q & A
- April–June
 - Continued support and consultation with each district
 - Meetings, conference calls, emails
 - During this period, reviewed 2-3 drafts from each district
 - Focus was on Annual Update

LCAP Review of Sacramento County District Plans, 2014–15

- June 30–August 21
 - Review of each district's LCAP (average length of LCAP is 120 pages; 4-member review team)
 - Calibration of reviewers
 - Review has grown to include:
 - Checking to ensure information from last year's LCAP is accurately transferred to Annual Update
 - Checking to ensure new actions and services and old actions and services are appropriately addressed
 - Checking Budget to Estimated Actual expenditure
 - Clarification calls
 - Review of revisions to LCAPs
 - Drafting of letters
 - Collection of charter LCAPs

Sacramento County Office of Education LCAP Review and Consultation Hours, 2014–15

- 13 Districts
 - Average review hours for a small district: 44 hours
 - Average review hours for a large district: 90.5 hours
 - Total number of hours for Review Team: 928 hours
- The Review and Consultation includes:
 - Face-to-face meetings
 - Phone calls
 - Review of drafts
 - Review of Board-adopted LCAPs
 - Clarification calls
 - Final letters

Sacramento County Office of Education Professional Development Hours, 2014–15

- Training of County Staff: 54 hours
- Calibration of County Staff: 72 hours
- Development of District Training: 96 hours
- Delivery of District Training: 36 hours

Total number of PD hours: 258 hours

Total number of hours for PD and LCAP review: 1,186 hours

CCSESA Work to Date

- LCAP Approval Manual
- Supporting districts with new process:
 - Workshops
 - Collaborative sessions
 - One-on-one meetings
 - Intense support for small districts



CCSESA Work to Date, continued

- Building consistency
 - Calibration workshops
 - Calibration within regions
 - Calibration within county offices
- LCAP Coordinating Committee

CCSESA Work to Date, continued

- For 58 reporting counties, 640 of 945 school district LCAPs were approved as of August 28, 2015

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.



Beyond LCAPs: County Support for Districts

- Networks
 - Superintendents
 - Curriculum Breakfasts
 - ELA/ELD, Mathematics
 - State and Federal Directors
 - CRANE
- Professional Development
 - CCSS/ELD/NGSS
 - CTE/Career Pathways
 - Professional Learning Communities
 - Academic Coaching
 - Teacher and Administrator Credentialing
 - BTSA

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
- “Best practices” will be useful, but must be carefully vetted, not just a compendium



Moving Forward

Close coordination is essential:

- There must be tight coordination among CDE/West Ed's Comprehensive Center, SBE, and county superintendents
- Convene an ongoing 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

