Annual Summary of Support for LCAP & Continuous Improvement

Ellen Barger,
Assistant Superintendent, C&I

Santa Barbara County Education Office
Susan C. Salcido, Superintendent

Education Code 52006

- LCAP/ Plan(s) Support
- Differentiated Assistance Support
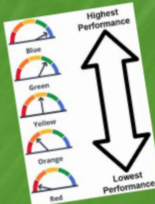- Implementing LCAP
- System of Support

History and Purpose

4 Components of Accountability

LCAP — 2014
DASHBOARD — 16-17
Differentiated Assistance — 17-18
System of Support — 2018

County Offices of Education:
Essential for the functioning and effectiveness of this new system

New Requirement: 2019
Provide a summary of planned support:
- Completing the review of LCAPs
- Providing Differentiated Assistance
- Supporting LCAP implementation
- Collaborating within state system of support

Education Code 52006

3 Goals/ Expectations

Support, Review and **Approve** all **LCAPs**
And additional plans

Provide Differentiated Technical Assistance /
Continuous Improvement

Support for **Implementation** of **LCAP/ Plans**

Our Goals
Updates from 2021-22
Plans for 2022-23
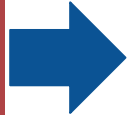
LCAP and Plan Support

GOALS

Provide districts **knowledge, skills, and support** to create and submit approvable LCAPS aligned w/ budget and other plans

Preview LCAPs & BOfP and provide **feedback** to ensure approvability

Fully **Review and Approve** all LCAPs ahead of budget approval

LCAP and Plan Support

Support, Review and **Approve all LCAPs** And additional plans

As many as 8 additional plans
(Independent Study, ESSER-III, LARC, Educator Effectiveness, Mid year supplement, A-G, UPK, ELOP)

Significant Changes to the LCAP

- New requirements for qualitative actions
- First year of embedded annual update and 2 new tables
- Calculation of CARRYOVER OBLIGATION and integration into new plans

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COE Dual Role

Support, Review and Approve all LCAPs

And additional plans

→

Authority to Approve Plan:

4 criteria for approval

Follow all instructions, template, EdCode

Sufficient Budget to carryout LCAP services

Meet increased/ improved services requirement

Calculation of and plan for Carryover

Opportunity to Support Planning and Influence Coherence

Cannot require or disapprove choices, but have been able to impact coherence and congruence

SBCEO LCAP and Plan Support Team

C&I / PROGRAM

SBAS / FISCAL

Steven Torres (lead)
Director, School and District Support

Denice Cora (lead)
Administrator, SBAS

Steven Keithley
Carlos Pagan, Ed.D.
Anne Roundy-Harter, Ed.D
Directors in C&I Division

Makenzie Johns
Danielle Spahn
Jenelle Williams
District Financial Advisors

Ellen Barger, Assistant Superintendent, C&I

LCAP Training & Support 2021-2022

Build Our Capacity

SBCEO: **statewide lead** for County Office **LCAP Training**

5 modules/ 10 sessions;
Biweekly **Calibration Calls** to ensure consistent support and understanding

Build LEA Capacity

Local training and work sessions - program, fiscal and joint

Customized Support for Districts. Calendar and tools in December/January

Weekly calls with some districts

Support

Before Official Review, Support and Preview -

Multiple iterations; Problem solving Advisement Preview as much as possible before their board adoption

Tight window

LCAP Support in 2022-2023

Summer 2022	**Review, Clarification and Approval of LCAPs**
Summer 2022	**Begin support for reporting on Federal/ State plans**
Fall/Winter '22	**Begin LCAP Cycle again. Train all new district personnel; Set timelines, processes, mapping...**
Fall/Winter '22	**Adjustments to LCAp based on unexpected / revised revenue from budget timing**
Dec '22 /Jan '23	**Communicate and train on impact of Dashboard**
Jan-June '23	**Training and Customized Support Cycle for Districts**

3 Goals

Support, Review and **Approve all LCAPs** And additional plans

Provide Differentiated Technical Assistance / Continuous Improvement

Support for **Implementation** of **Plans**

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Collaboration in the System of Support

SCHOOL SITES

LOCAL EDUCATIONAL AGENCIES (LEAs)

COUNTY OFFICES OF EDUCATION (COEs) AND GEOGRAPHIC & RESOURCE LEADS

CCEE CALIFORNIA COLLABORATIVE FOR EDUCATIONAL EXCELLENCE

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Collaboration with CDE to develop and implement statewide training for new reports, frameworks and plan templates; Calibration

Geographic Area (VALCO) Monthly Collaboration Work Sessions Focus on SWD Collaboration with Lead Agencies

Differentiated Technical Assistance

GOALS

Comprehensive, **coherent support** informed by district systems and context

Customized Process, Individualized Approach for each district

Long-term approach; understanding systems change, few focus areas, continuous improvement process

Differentiated Assistance/ Implementation

**Provide Differentiated Technical Assistance /** Continuous Improvement

Our DA Work is Grounded in and Informed by:

- Data and Equity Focus
- Data Visualization (Evergreen)
- Improvement Science (Carnegie)
- Implementation Science (NIRN)
- Adaptive Schools and Cognitive Coaching (ThinkingCollaborative)
- Compassionate Systems (Senge & Bolle)
- Design Thinking (Stanford)
- Asset Framing (Trabian Shorters)

2021-22: Transforming Data-Use Culture

No Dashboard

**Different Data Landscape than previous years**
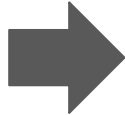
Universal Supports for LEAs:

SBCEO fill in the data void, and support districts to build a richer, comprehensive data culture

Broadening conceptions of "data" beyond state academic performance - greater triangulation

Shifts to deeper inquiry of systems - indicators as early warning systems of student needs

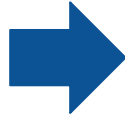**Maintain equity focus on underserved students (EL, SWD); Provide data visualizations - new data analyst**

Differentiated Assistance/ Implementation

California System of Support
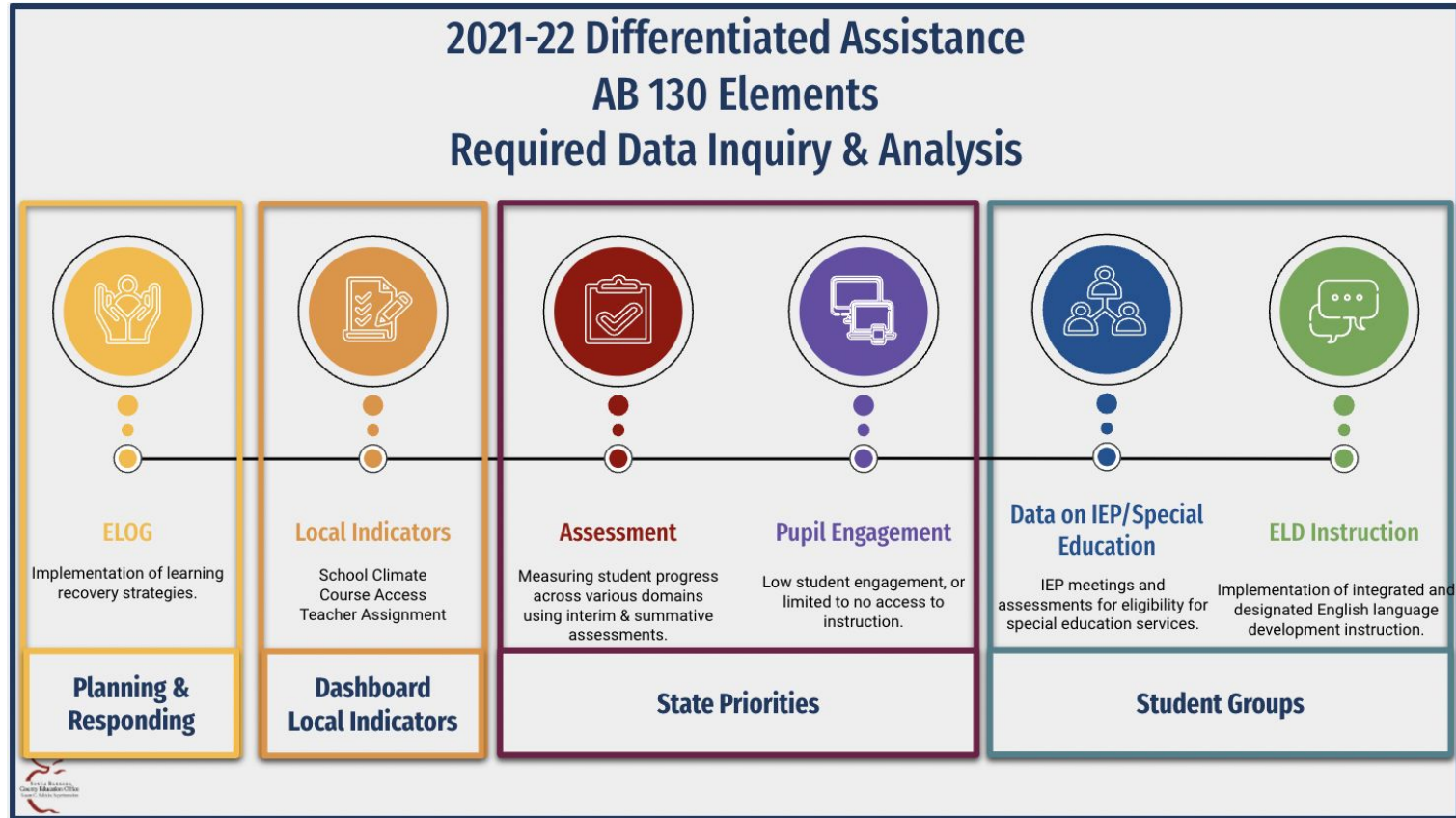Technical Assistance
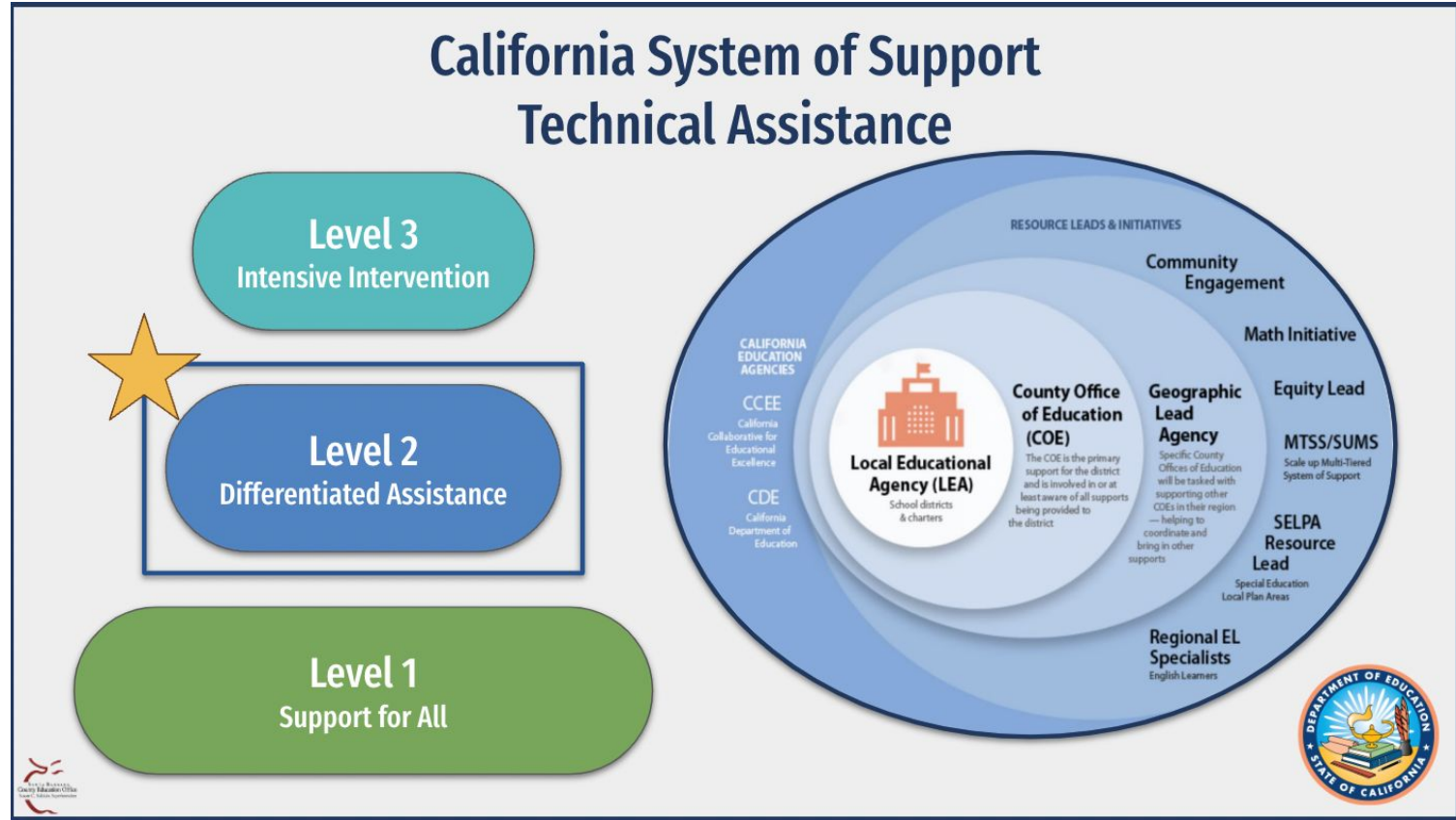
Differentiated Assistance/ Implementation

Level 2 Differentiated Assistance

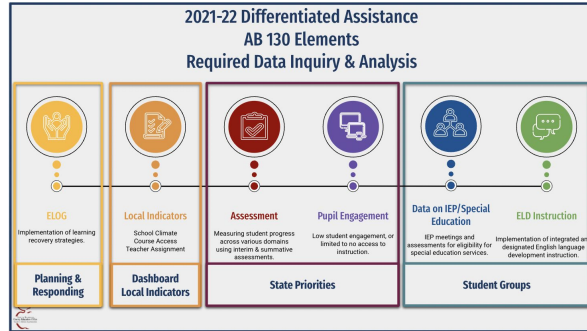**Provide Differentiated Technical Assistance / Continuous Improvement**

- AB 130 - No Dashboard

- Districts who qualified based on 2019 Dashboard - still eligible for Assistance

- Data, colors, are old... determined categories of data required for analysis

Differentiated Assistance/ Implementation

2021-22 Differentiated Assistance
AB 130 Elements
Required Data Inquiry & Analysis

ELOG
Implementation of learning recovery strategies.

Local Indicators
School Climate
Course Access
Teacher Assignment

Assessment
Measuring student progress across various domains using interim & summative assessments.

Pupil Engagement
Low student engagement, or limited to no access to instruction.

Data on IEP/Special Education
IEP meetings and assessments for eligibility for special education services.

ELD Instruction
Implementation of integrated and designated English language development instruction.

Planning & Responding

Dashboard Local Indicators

State Priorities

Student Groups

Differentiated Assistance/ Implementation

2021-22 Differentiated Assistance AB 130 Elements Required Data Inquiry & Analysis

Each District leveraged these data analyses in a different way

Chose very different focus areas and approaches to follow up

Follow up - now and into next year

One example - SBUSD pathways

Differentiated Assistance Team 21-22

Rachel Fauver (Lead) *Director, School and District Support*
Steve Torres   *Director, School and District Support*
Lauren Aranguren *Director, Equitable Learning Systems*
Anne Roundy-Harter, Ed.D., *Director, Leadership Support Services*
Ray Avila, Ed.D. *Executive Director, SB County SELPA*
Carlos Pagan, Ed.D., *Director, Literacy and Language Support*
Sibel Göksu, *Educational Data Analyst*
Jennifer Sanchez-Aguilar, *Administrative Assistant*

Ellen Barger, Assistant Superintendent, C&I

3 Goals

Support, Review and **Approve all LCAPs** And additional plans

Provide Differentiated Technical Assistance / Continuous Improvement

Support for **Implementation** of **Plans**

Report to CDE includes Goals, Indicators and Actions

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Thank you...

QUESTIONS?