



# **Santa Barbara County Education Office**

## **Support to Districts**

### **LCAP and Differentiated Assistance**

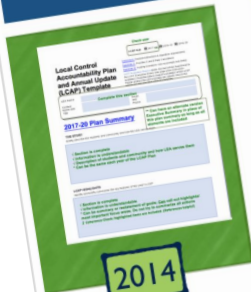
June 9, 2023

**Ellen Barger**  
**Associate Superintendent, C&I**

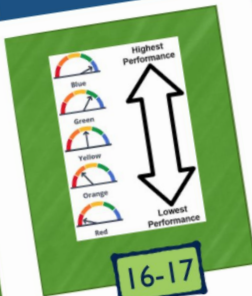
# History and Purpose

## 4 Components of Accountability

LCAP



DASHBOARD



Differentiated Assistance



System of Support



**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

Education Code §52006

Support, Review  
and **Approve** all  
**LCAPs**

Provide  
**Differentiated  
Technical  
Assistance**

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

**Overview**  
**Updates from 2022-23**  
**Plans for 2023-24**

# LCAP: COE Dual Role

Support, Review  
and **Approve** all  
**LCAPs**



## Authority to Approve Plan:

### 4 criteria for approval

Follow all instructions, template, Ed Code

Sufficient Budget to carryout LCAP services

Meet increased/ improved services requirement

Calculation of and plan for Carryover Obligation

## Opportunity to Support Planning and Influence Coherence

Cannot require or disapprove choices, but have been  
able to impact quality and coherence of plans over  
time and through support

# LCAP Annual Cycle: Support and Approval

July - September 2022

Receive Adopted LCAPs  
Official Review  
4 Criteria  
Clarification  
Approval Letters

-----Approval-----

October '22- January '23

Post LCAPs  
Analysis of Needs &  
Respond to Themes  
Prepare for next cycle  
COE training

Feb. - April 2023

Dec. Dashboard &  
Jan. Budget →  
Template Training  
Development &  
Process support

-----Support-----

May - June 2023

May Revise of  
Budget →  
Intense Support  
for Previews



**This Report:**  
Looking back and Planning forward



Plans for Next Cycle (July 2023 - June 2024)

# LCAP Training & Support 2022-2023

## Build Our Capacity

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

**4 modules/ 8  
sessions;**  
**Biweekly Calibration  
Calls** to ensure  
consistent support and  
understanding

## Build LEA Capacity

**3 part training series  
in fall; Full team  
training** in February

**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 Training & Support 2022-2023

## Build LEA Capacity

3 part training series in fall;  
Full team training in February

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

Weekly calls with some  
districts

## Analysis of 22-23 LCAPs/ Process

- **Identified 3 areas for support and improvement**
  - Educational Partner Engagement
  - Data Analysis and metrics
  - Goals and Actions
- **Developed and delivered interactive virtual learning modules - replicated at teams**
- **Individualized virtual follow-up sessions**
- **Seeing evidence of impact**

# LCAP Support in 2023-2024

Summer 2023

Review, Clarification and Approval of LCAPs

Summer/Fall 2023

Analyze changes and impact of trailer bill language

Fall/Winter '23

Begin LCAP Cycle again. Training series based on analysis; Set timelines, processes, mapping...

Fall/Winter '23

New template and requirements; Dashboard release

Dec '23 - Feb '24

Adjustments to LCAP - midyear update (new); Team training on new template

Jan-June '24

Training and Customized Support Cycle for Districts



# LCAP and Plan Support

Support, Review  
and **Approve** all  
**LCAPs**



## Expected Changes in 2023-24

- Final year of 3-year LCAP
- New template - approved by SBE
- Development of “bridge” document to connect for annual update
- **NEW:** Mid-year Update requirement expected in trailer bill

# SBCEO LCAP and Plan Support Team

## C&I / PROGRAM

**Ellen Barger**, *Assoc. Superintendent*

**Shawn Carey**

*Director, School and District Support*

**Tiffany Carson**

**Steven Keithley**

**Carlos Pagan, Ed.D.**

**Anne Roundy-Harter, Ed.D.**

**Elsy Villafranca**

*Directors in C&I Division*

## Admin. Svcs / FISCAL

**Steve Torres**: *Assoc. Superintendent*

**Debbie Breck**

*Administrator, SBAS*

**Rebecca Holmes**

**Makenzie Johns**

**Danielle Spahn**

**Jenelle Williams**

*District Financial Advisors*

# 3 Goals

Support, Review  
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Provide  
**Differentiated  
Technical  
Assistance**

**Support for  
Implementation**  
of Plans

# Collaboration in the System of Support



# Differentiated Assistance/Continuous Improvement

Provide  
Differentiated  
Technical  
Assistance



## 2 Tiers of Support:

Universal supports for all LEAs

Additional support for qualifying districts

**Dashboard** determines “qualification”

Published for 1st time since 2019

“**Status**” only: impact on qualification

**10 districts qualified for additional**

6 maintained eligibility (new indicators & groups)

2 prior qualification; 2 new districts

# Dashboard Trends

## 2022 Dashboard Trends for 2021-2022

Provide  
Differentiated  
Technical  
Assistance for  
Continuous  
Improvement

### Chronic Absenteeism (CA)

Half of our districts  $\geq 20\%$  of ALL students

All districts w/ indicator: SWD - High or Very High Status

Persistent patterns in certain groups, grades, conditions

### Graduation Rate

All districts w/ HS  $\geq 80\%$  for ALL

More varied across districts for ELs (*Very Low - High*);

SWD (*Low - Medium*);

Homeless (*Low to High*)



# Dashboard Trends

## 2022 Dashboard Trends for 2021-2022

Provide  
**Differentiated  
Technical  
Assistance** for  
Continuous  
Improvement

### Suspension

Significant variance across districts in suspension rates

Ranged from VL - VH for ALL students

Very High: (SWD:5; Foster Youth: 4; Homeless: 3; Afr. Amer. 3)

### ELA/ELD/ ELPI

Participation Rates impacted performance

11 districts VL for one or more student groups in ELA or MA

Raised curiosity about meaning of results - leading to  
increased interest in additional data and triangulation



# 2022-23: Universal Supports

## Dashboard and Data

- New data and tools
- Re-orient to dashboard
- Data display folders for each LEA

## Interpreting & Responding to Outcomes

- Data latency (21-22) & “validity”
- Chronic Absenteeism
- Group variance and unequal impacts  
(Students w/ disabilities, ELs)

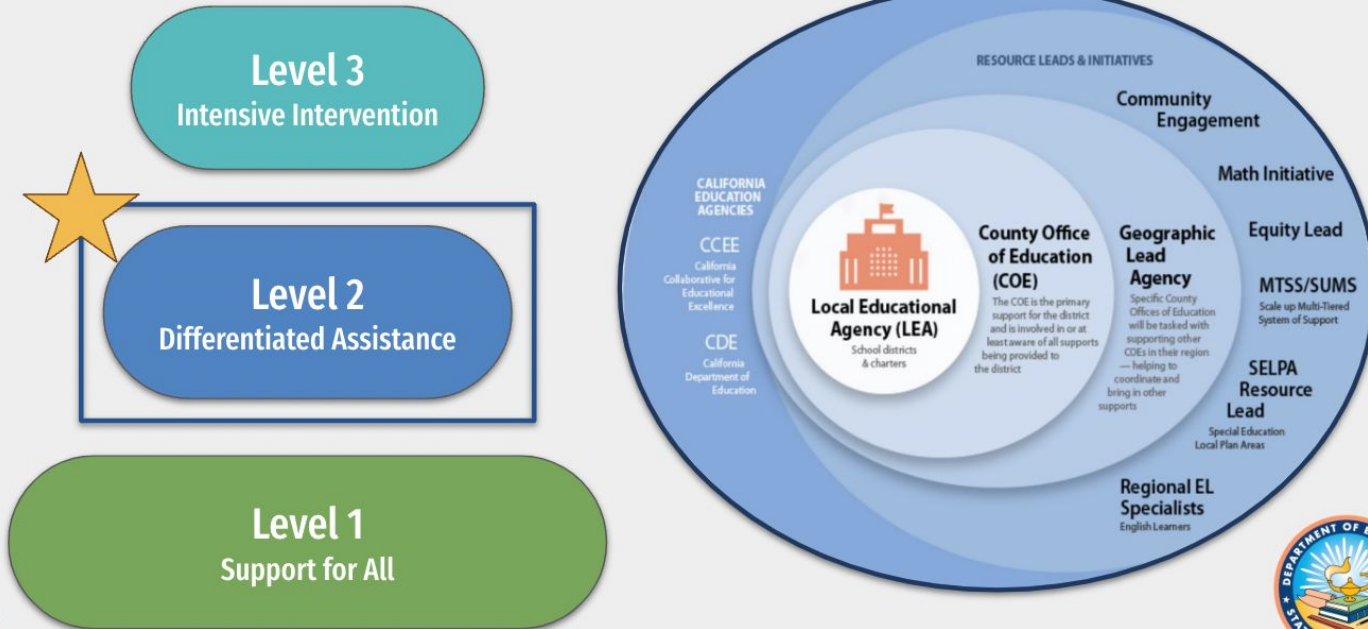
## New Realities

- Proportion of new educators/ roles
- Re-establish Standards & expectations
- Systems for Collaboration (PLC)
- Social Emotional Learning
- New Standards & Requirements;  
Impact of new research, technology



# Differentiated Assistance

## California System of Support Technical Assistance



# Differentiated Assistance Level 1 & 2

Provide  
**Differentiated  
Technical  
Assistance** for  
Continuous  
Improvement

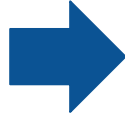


## Our DA Work: Grounded in and Informed by:

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

# Differentiated Assistance Level 2

Provide  
**Differentiated  
Technical  
Assistance** for  
Continuous  
Improvement



**10 Districts Qualified**

*1st new qualification since 2019*

**6 Continued** - but not necessarily for  
same student groups and indicators

**2 Prior Eligibility**

**2 New Districts**

# 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 Level 2



**Co-Created with Superintendent**

**Customized Data Exploration**

**Historical Landscape and Trends; Local Context and Needs**

**Pupil Engagement, Climate, Academic Outcomes**

**Meaning making —> Further data inquiry**

**Priorities; Connecting Outcomes to Structures; Planning**

**Next steps - work continues**

# Differentiated Assistance Team 22-23

**Rachel Fauver\* (Lead)** *Director, School and District Support*

**Shawn Carey\*** *Director, School and District Support*

**Lauren Aranguren\*** *Director, Equitable Learning Systems*

**Ray Avila, Ed.D.\*** *Executive Director, SB County SELPA*

**Tiffany Carson\*** *Director, School and District Support*

**Anne Roundy-Harter, Ed.D.\*** *Director, Leadership Support Services*

**Carla Benchoff** *Director, Instructional Support*

**Carlos Pagan, Ed.D.** *Director, Literacy and Language Support*

**Elsy Villafranca** *Director, Leadership Support Services*

**Jennifer Martinez** *Administrative Assistant*

**Ellen Barger, Associate Superintendent, C&I**

# 3 Goals

Support, Review  
and **Approve** all  
**LCAPs**

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

**In absolutely everything we do:  
LCAP, DA and entire C&I teams**

## 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/ Metrics  
and Actions**



# Annual Summary of **Support** for **LCAP** & **Differentiated** **Assistance**

Ellen Barger,  
Associate Superintendent, C&I

Thank you...  
**QUESTIONS?**