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

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

Education Code §52006
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

October ‘22- January ‘23
- Post LCAPs
- Analysis of Needs & Respond to Themes
- Prepare for next cycle
- COE training

Feb. - April 2023
- Development & Process 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
<table>
<thead>
<tr>
<th>Timeframe</th>
<th>Activity Description</th>
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<tbody>
<tr>
<td>Summer 2023</td>
<td>Review, Clarification and Approval of LCAPs</td>
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<tr>
<td>Summer/Fall 2023</td>
<td>Analyze changes and impact of trailer bill language</td>
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<tr>
<td>Fall/Winter ‘23</td>
<td>Begin LCAP Cycle again. Training series based on analysis; Set timelines, processes, mapping...</td>
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<td>Dec ‘23 - Feb ‘24</td>
<td>New template and requirements; Dashboard release</td>
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<td>Jan-June ‘24</td>
<td>Adjustments to LCAP - midyear update (new); Team training on new template</td>
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<td>Training and Customized Support Cycle for Districts</td>
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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 and Approve all LCAPs

Provide Differentiated Technical Assistance

Support for Implementation of Plans
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 Assistance/Continuous Improvement

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

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)

Provide Differentiated Technical Assistance for Continuous Improvement
Dashboard Trends

2022 Dashboard Trends for 2021-2022

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

Provide Differentiated Technical Assistance for Continuous Improvement
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

Level 3
Intensive Intervention

Level 2
Differentiated Assistance

Level 1
Support for All
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

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

1. Comprehensive, coherent support informed by district systems and context
2. Customized Process, Individualized Approach for each district
3. 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 Differentiated Technical Assistance

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?