



## Santa Barbara County Education Office

**2024 - 2025**  
**Annual Summary Report**

## Local Context

Santa Barbara County Education Office is one of 58 county offices of education in California. Our office provides service and leadership for the twenty school districts and ten charter schools located within the county's boundaries. According to DataQuest, public school enrollment in Santa Barbara County for 2024-25 is 67,011 students. Charter schools operating within Santa Barbara County serve 4,700 students. District enrollments vary widely across the county, with the largest district serving 17,408 students and the smallest serving 65.

Funding profiles of schools in Santa Barbara County are equally diverse. Eleven of the twenty districts are currently community-funded (basic aid) districts. In addition to the LCFF base and supplemental grant funds, nine districts and four charters also receive concentration grant funds because of the concentration of more than 55% unduplicated pupils.

Student demographics position Santa Barbara County uniquely across the state. DataQuest reports in 2024-25, English Learners (ELs) comprised 24.2% of the student population in the county, compared to 17.4% statewide. Santa Barbara County also has a high concentration of youth experiencing homelessness, with 8,114 students (or 12.1%) meeting that description, compared to 4.0% statewide. There are 9,227 students with an identified disability (13.8%) in the county, compared to 14.2% statewide. Nearly two-thirds of Santa Barbara County's students (46,931) are considered socio-economically disadvantaged, compared to 63.6% statewide.

A note about this report: The three goals are the three elements required by Ed Code. For each, we begin with a summary and update of the past year and list the metric indicators and planned actions for the coming year because the annual cycles for the Local Control and Accountability Plans (LCAP), California School Dashboard, and Differentiated Technical Assistance cross school years and calendar years.

### Goal One: Approve all Local Control Accountability Plans (LCAPs).

#### Update on 2024-2025 LCAPs (July 1, 2024 - Present):

Board-adopted LCAPs for School Year 2024-2025 from all 20 districts were submitted to Santa Barbara County Education Office by the statutory deadline of July 1, 2024. SBCEO Program and Fiscal Advisors collaborated to create a summer review schedule for reporting the outcomes of LCAP reviews in conjunction with budget reviews. In some instances, districts needed support in revising adopted LCAPs to adhere to additional legislative requirements associated with the new 3-year LCAP cycle. This, in turn, necessitated re-adoption by the governing board. In other instances, minor edits were required before posting. By August 15, the County Superintendent notified in writing each district governing board and superintendent when clarification and re-adoption were indicated. The SBCEO LCAP team maintained communication with district superintendents and LCAP Leads and coordinated exchanges or meetings to support any required revisions. Close collaboration with district superintendents and school boards ensured the process and the plan met all criteria for approval prior to budget approval by September 15. The county superintendent provided the approval letters to each district. SBCEO developed a new process for ensuring and monitoring that all district and charter LCAPs and Budget Overview for Parent documents were posted on district websites and on the SBCEO website as required.

### **Support for Development of 2025-2026 LCAPs:**

School Year 2024-2025 represents the second year of three in this LCAP cycle. As such, our county office modified the approach to professional learning associated with LCAP development. In January, SBCEO hosted a “Re-engage” webinar for county LCAP leads to (re-) familiarize leaders with legislative requirements, including the Mid-Year Update, and the SBE-adopted template and instructions. Separately, SBCEO hosted a “Prepare” webinar specific to new requirements related to unexpended Learning Recovery Emergency Block Grant (LREBG) funds. Each webinar was offered twice to accommodate schedules, and the series was well-attended. In February, SBCEO hosted a full day in-person LCAP workshop, which featured guidance and tools in support of the development, adoption, and approval of the 2025-2026 LCAP. Program and Fiscal Advisors collaborated to share the design and facilitation of the workshop, focusing on changes for Year 2 and diving deeply into LCAP “Advanced Topics,” such as new LREBG requirements and capturing qualitative improved services toward meeting the Minimum Proportionality Percentage (MPP). The design also set the foundation for new protocols of support, including a formalized preview process and monthly development check-ins, and facilitated learning opportunities for integrating change ideas, collaborating as teams, and focusing on specific LCAP requirements for high-needs student groups.

This year, SBCEO introduced a new monthly check-in protocol to better support LCAP development activities and timelines during the months of March, April, and May. Topics for monthly check-ins included but were not limited to establishing timelines for producing LCAP drafts based on anticipated board meeting dates, reviewing the engagement of educational partners, identifying anticipated shifts in actions and expenditures between current- and future-year LCAPs, and strengthening the evaluation of effectiveness through identified metrics. Most of our county’s districts participated in these monthly check-ins. Additionally, we adapted and digitized the customized preview checklist tool and streamlined the preview process for clarity, consistency, and efficiency. As such, we are noting increased engagement and calibration around meeting the rigorous and nuanced requirements of the LCAP template and instructions, improved communication and clarity for writers, and improved ability to proactively identify and respond to vulnerabilities in draft LCAPs. We have also developed and launched an online portal for submission of board-adopted LCAPs for streamlined submission.

### **Approval of 2025-2026 LCAPs:**

Each fiscal year begins with the approval of the LCAP for the coming year. The SBCEO team of managers who have been providing support and guidance for each district will review the LCAP documents in their entirety. One program advisor (from the Curriculum & Instruction Division) and one district financial advisor (School Business Advisory Services) will collaborate to perform all 4 criteria checks: proper and complete use of the template (including all instructions, EdCode, and required elements); sufficiency and alignment of budget to carry out LCAP actions and expenditures; demonstration of the increased and improved services requirement; calculation of carryover obligation and integration of any carryover into the LCAP for the coming year.

It is a considerable challenge for district personnel to develop an approvable LCAP that meets all the criteria described in the 32 pages of instructions and embedded Education Code, has internal coherence, and aligns with the district’s needs and circumstances within the time constraints between the release of the May revise budget and their June board meeting, even with our significant development support and preview process. Thus, we will devote significant time and attention to the thorough process of review, clarification, and approval, as we did this year.

As one of the statewide leads for California County Superintendents’ training, calibration, and manual development, SBCEO staff are confident that our review and approval processes are sound and align with legislated requirements and statewide expectations for LCAP review, clarification, and approval.

**Goal 1 LCAP Support:** Completing the review of LCAPs submitted by school districts [EC Section 52070].

| Metric/ Indicators  | Actions  |
|---|--|
| <p><b>100% (20/20) of district 2025-26 LCAPs will be reviewed and approved by September 15, 2025; Posted by October 1, 2025.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Preview and review approval checklists, communication files, and feedback artifacts</li> <li>• Copies of clarification requests and letters</li> <li>• Copies of approval letters for each district</li> <li>• Audit of district website posting and SBCEO website posting</li> </ul> | <p>February - March: SBCEO LCAP Team reviews LCAP Approval Manual</p> <p>April-June: SBCEO Associate Superintendent leads (in partnership with CDE), and all LCAP support team members attend the statewide LCAP calibration call sessions for LCAP approval to ensure statewide consistency.</p> <p>May-June: SBCEO C&amp;I and Fiscal Teams conduct formal previews of complete LCAP drafts using a common digital checklist tool that indicates whether a district’s LCAP meets approval criteria, and/or whether revisions or technical changes are required.</p> <p>June- August: Review Board Adopted LCAPs, including alignment with district budget. Ensure LCAPs incorporate carryover obligation. Request clarification by August 15, and work with districts to ensure that all LCAPs are approvable by the County Superintendent.</p> <p>September: Communicate approvals to district Boards and Superintendents prior to budget approval deadlines.</p> <p>October: Ensure website posting of board-adopted and county-approved LCAPs for the fiscal year in accordance with all requirements</p> |
| <p><b>100% of districts have knowledge and skills to create, adopt, and submit approvable LCAPs, using the adopted LCAP template, incorporating any new LCAP requirements, and aligned with budget and all other LEA and school plans.</b></p>  | <p>July-June: Train new LCAP support team members and build team member capacity by compiling relevant resources and through ongoing calibration.</p>  |

| Metric/ Indicators   | Actions  |
|--|--|
| <p>As indicated by:</p> <ul style="list-style-type: none"> <li>Professional learning materials, including agendas and training artifacts</li> <li>Chart of support for 20 districts and all charter schools including participation in professional learning events and records of LEA-specific monthly check-in meetings</li> <li>Correspondence between LEA and SBCEO staff</li> </ul> <p><b>Districts receive timely feedback on LCAPs, including Budget Overviews, prior to board adoption.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>Completed Preview Checklists, work papers/spreadsheets and emails demonstrating individualized feedback on previews</li> <li>Calendared meetings between SBCEO &amp; LCAP staff</li> <li>Correspondence between LEA and SBCEO staff</li> </ul> <p><b>All Districts present Local Indicators in conjunction with LCAP adoption.</b></p> <p>As indicated by:<br/> “Standard Met” on Dashboard for all local indicators.</p> | <p>September: Associate Superintendents of C&amp;I and Administrative Services with Fiscal and Program LCAP leads review assignment of districts to LCAP support staff based upon changes in context and personnel, as recommended by LCAP Director and SBAS Administrator. Coordinate introduction meetings between district and SBCEO LCAP teams as changes occur. Conduct outreach to all new District Superintendents, new Charter Directors, and any new district LCAP Coordinators at the beginning of the school year to provide a comprehensive overview of expectations and requirements for LCAP and all related plans.</p> <p>October-February: Based on the LCAP template and any new LCAP requirements, as well as analysis of current LCAPs, plan, communicate, and deliver training and support to all LEAs accommodating unique needs and contexts. LCAP Team will plan and conduct LCAP team training centered on the LCAP template for all districts and charter schools annually in February. SBCEO will provide ongoing training, support, and updates for district planning teams at SBO meetings, Curriculum Council, Superintendents’ meetings and through written communication.</p> <p>February-May: Schedule and conduct LEA-specific monthly check-ins to support LCAP development involving SBCEO Advisors (Program and Fiscal) with LEA LCAP Leads (Program and Fiscal). Support for LCAP development includes, but is not limited to: establishing timelines, training, coaching, facilitating conversations, preparing for board presentations, reading, editing, and providing comments on draft LCAP components, technical assistance with electronic templates, accessibility resources, consultation, collaboration, resource and exemplar sharing. Development will focus on helping the district operationalize equity, incorporating data and educational partner feedback.</p> <p>May-June: SBCEO District Financial Advisors and Program Advisors collaborate to provide formal Previews of complete draft LCAPs, which include updated projections based on the May Revise calculator. Advisors check for accuracy and use a digital checklist tool to identify whether the</p> |

| Metric/ Indicators  | Actions  |
|---|--|
| <p><b>100% of Districts complete and adopt their LCAP and Budget Overview for Parents for the coming year and submit the LCAP documents to SBCEO by June 30, of the current year.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Internal documentation system for tracking status</li> <li>• Internal compilation of electronic, time-stamped files</li> </ul> | <p>requirements of the template and EdCode are met, highlighting vulnerabilities to support district staff in presenting an approvable LCAP to the board for adoption.</p> <p>May: Communicate a reminder at the final Curriculum Council meeting for the school year, highlighting any changes to deadlines and timelines for LCAP and local indicator uploads from prior years.</p> <p>June: With reference to the calendar of Board meeting dates, issue weekly emails throughout June, reminding LEAs to submit Board-adopted LCAPs via SBCEO's online portal, and to report local indicators to the Dashboard via <i>myCDEConnect</i> after presenting to the Board. Monitor status of LCAP adoption and timely submission of LCAPs (through June) and Local indicators (through August).</p> |

EC Section 52070, [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52070.&lawCode=EDC](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC)

**Goal Two: Use cycles of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance.**

**Update 2024-25:**

The CA School Dashboard (Dashboard) published in November 2024 reported how districts, schools, and student groups performed across state and local indicators. For quantitative state indicators, performance is based on two factors: the current year results and whether those results improved from the prior year. State measures included chronic absenteeism, graduation rate, college & career readiness, suspension rate, English learner progress, academic performance (including English language arts/literacy and math), and science. Because there is a two-year eligibility for district Differentiated Assistance, the 2024 Dashboard determined which districts qualified for Differentiated Technical Assistance (DA) for 2024-2026 and which charters qualified for support through December of 2025. And because support is year-round, the 2024-25 school year includes support for districts that qualified for DA on both the 2023 and the 2024 Dashboards.

In Santa Barbara County, thirteen Local Education Agencies (LEAs), including districts and charters, received Tier 2 Differentiated Assistance (Tier 2 DA) in 2024-25 with twelve continuing support into the 2025-26 school year. Tier 2 DA is provided to districts for two consecutive years and to charters for one year following identification through the Dashboard. As a result, districts may be in year two of eligibility based on the 2023 Dashboard and simultaneously be in year one of eligibility based on the 2024 Dashboard. The following chart outlines current eligibility based on both the 2023 and 2024 Dashboards:

Number of LEAs Eligible for Level 2 Differentiated Assistance (DA) Support

| Level 2 DA by school year and eligibility year      | School year 2023-24   | School year 2024-25   | School year 2025-26                            |  |
|---|---|---|--|--|
| Dashboard for Eligibility (Cycle of Support)        | December 2023 Dashboard; (January 2024 – December 2024 Support) | November 2024 Dashboard   | Receiving support January 2025 – November 2025 | October 2025 Dashboard; (November 2025– November 2026 Support)                                     |
| Districts Eligible for Support (2 years of support) | 10  | 5 moved to year 2<br>5 re-qualified (yr 1 again)<br>1 new district (yr 1) | 11   | TBD - at least 6 will continue to be eligible for second year. New districts could qualify as well |
| Charters Eligible for Support (1 year of support)   | 1   | 1   | 1  | TBD - Previous charters could qualify again, and new charters could qualify                        |

Each of the LEAs identified for Level 2 DA were supported in a process of examination and sense-making of current outcomes and historical trends for student groups connected to academic outcomes, academic engagement, climate and pupil outcomes. The ten LEAs that maintained eligibility from 2023 deepened their inquiry and exploration of their systems through a variety of approaches that included empathy interviews, initiative mapping, systems analysis, expanded data analysis, theory of action development, and implementation monitoring. LEA-identified areas of focus included implementation of district-wide Professional Learning Communities (PLCs), designing, implementing and evaluating district-wide Multi-Tiered Systems of Support (MTSS), defining and implementing best practices to support Foster Youth in concert with local community partners, district-wide systems for providing feedback on instruction, and evaluating implementation of inclusive practices for students with disabilities.

Tier 2 DA support also included consultation and collaboration with Statewide System of Support providers and the Santa Barbara County SELPA. The Santa Barbara County SELPA continued close partnership in Level 2 DA support for LEAs with an identified need for Students with Disabilities. SBCEO also directly collaborated with Supporting Inclusive Practices (SIP) and Open Access, both technical assistance providers through the Statewide System of Support, to incorporate and coordinate Level 2 DA and other technical support for several LEAs. The customized work with each LEA begins with dashboard and data analysis within the context of the LEA's current initiatives and context, and the work is truly customized to the district. Each LEA summarizes their current efforts resulting from Level 2 DA in their LCAP. The summaries communicate the priority and progress, but cannot satisfactorily capture the significant effort, learning and systems improvement work that many of our LEAs are doing.

One district qualified for Intensive Support. Provision of Intensive Support included consultation and collaboration with the statewide Direct Technical Assistance (DTA) provider, the California Collaborative for Educational Excellence (CCEE), to establish the current context of the district, share the history of Tier 2 DA efforts, and make recommendations surrounding the specific needs of the district. The district, CCEE, SBCEO and Santa Barbara County SELPA worked collaboratively to support the improvement and implementation efforts already well underway in this district, maintaining the focus areas, while elevating the intensity and focus of collective efforts.

Tier 1 Differentiated Assistance (Tier 1 DA) was provided to LEAs through a variety of approaches, including connection to tools and resources, professional learning, and services provided within the Statewide System of Support according to LEAs' self-identified needs. The Santa Barbara County Inclusion Network (SBC Inclusion Network) continued in the 2024-25 school year with a focus on Universal Design for Learning (UDL) implementation as an equity-based whole system transformation. This year included a new partnership with Open Access and continued partnerships with Supporting Inclusive Practices (SIP) and the Santa Barbara County SELPA. The SBC Inclusion Network consisted of three in-person learning and collaboration sessions, one "Bootcamp" to support new members, and direct coaching opportunities at the request of LEAs in between sessions. Participants included teams from 15 LEAs countywide with over 100 participants. The SBC Inclusion Network continues to serve as a model for engaging LEAs in a shared focus of improving systems, structures, and outcomes for students with disabilities. It also continues to serve as a model for how county offices can partner with Statewide System of Support providers as a means of scaling support and continuous improvement on a countywide level.

Every district and charter school is invited and included in our Curriculum Council. This universal support provides access to knowledge, opportunities, and resources to support all state priorities. Another universal support included customized, individual data dashboards and data visualizations for each LEA. Engagement with additional Level 1 supports varied by LEA. Some of the most popular supports included our Expanded

Learning Community of Practice and the CALPADS training for administrators, as well as a variety of free workshops, trainings, networks and communities of practice. The hybrid professional learning series on the California Longitudinal Pupil Achievement Data System (CALPADS) was facilitated by statewide regional partners at SBCEO for local LEAs. The series was designed from a universal identified need across our county and the state and builds clear understanding of how CALPADS data interacts with the CA Schools Dashboard. This training will continue and expand next year. Through the braiding of funds from several grant-funded multi-year state initiatives, we were able to leverage those funds and provide the needed supports directly to LEAs in the areas of Social and Emotional Learning (SEL), expanded learning, leadership and systems development, data access, and academics.

**Goal 2: Technical Assistance:** Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of *Ed Code 52071*. For districts that qualify and those that request it.

| Metrics/Indicators  | Actions  |
|---|--|
| <p><b>Support 100% of districts and charters in understanding and using state and local data to improve conditions, engagement, and outcomes for students.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Agendas and data resources from trainings and network meetings / DA folders for each LEA / calendar of presentation to district partners</li> <li>• Use of slides and resources by districts</li> <li>• All districts meet the local indicators requirement</li> <li>• Evidence of data analysis in LCAPs and other plans, including CIM (Compliance Implementation Monitoring in Special Education)</li> <li>• LCAP metrics and areas of focus reflect multi-year data trends and identification of inequities in LEA systems</li> </ul> | <p>Provide ongoing modeling at Curriculum Council and Superintendents’ meetings on meaningful data and data displays for various audiences and on the collection of meaningful local data to inform effectiveness of structures and systems to support learning. Additional training on topics throughout the year.</p> <p>Maintain accessible folders of data visualizations and interactive dynamic data dashboards for each LEA to use with educational partners, for analysis and for presentations.</p> <p>Educational Data Analyst and/or data consultant will continue to work with the DA team to provide foundational data displays for each district; prepare meaningful data displays for districts focusing on equity, implementation and outcomes; provide resources for districts to train and engage stakeholders on multiple data sources.</p> <p>Introduce additional displays for all districts to analyze equity and disproportionality for student groups; offer and provide disproportionality data facilitation and support for meeting Math Placement Act analysis for districts who request support.</p> <p>Monitor and support completion of local indicators on dashboard and support districts’ efforts to develop meaningful measures and approaches to local indicators and locally chosen metrics.</p> |

| Metrics/Indicators  | Actions   |
|---|---|
|   | <p>Facilitate access to regional resources, tools, and learning around CALPADS including how CALPADS data interacts with local data and the CA Dashboard. Support collaboration between LEA programmatic and data systems personnel to ensure data is reflective of local supports and services and can be used to make decisions about local systems.</p>  |
| <p><b>Develop and provide comprehensive, coherent support to districts across systems and departments for Level 1 support to all districts and charters who volunteer.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Agendas, meeting artifacts, and meeting notes;</li> <li>• District summaries and snapshots</li> <li>• CASC and TIP ILPs reflecting district focus areas and initiatives; integrate data and LCAP</li> <li>• C&amp;I, SELPA, and other county staff know focus areas of each district and use common language and approaches in working with districts</li> <li>• Registration and training data bases of Professional Learning and network offerings show responsiveness to teacher and system needs</li> <li>• Reviewed district LCAPs and other plans (ELOP, CIM, etc.) demonstrate implementation of research affirmed, assets-based practices for all underserved children</li> </ul> | <p>Annually: all divisions compile and provide the county superintendent with initiatives, focus areas, and concerns for each district for planning meetings with Superintendents to prioritize needs and offer county support.</p> <p>C&amp;I Associate Superintendent and SELPA Executive Director model shared ownership of student results and collaboration. Participate and present in each other's networks. SELPA director is a member for each DA team as well as the countywide Superintendent's council.</p> <p>Expand scope of Educational Data Analyst/ consultant to provide additional support for all districts and districts receiving DA support.</p> <p>Differentiated Assistance lead is an expert in special education, inclusion, literacy, and neurodiversity. Provide Inclusion Network and support for general education teachers, administrators, and special educators in collaboration with SELPA staff, Supporting Inclusive Practices (SIP), Open Access, and other Statewide System of Support providers. Collaboration supports districts in integrating Compliance Improvement Monitoring plans, Improvement plans, and LCAP initiatives to better serve underserved students.</p> <p>Provide collaboration and learning opportunities for site and district leaders, teachers, and community. These learning networks combine research analysis, expert speakers, and continuous improvement methods to deeply analyze the multiple structural, instructional, and cultural factors creating inequities for students related to disability status, language proficiency, or race.</p> |

| Metrics/Indicators | Actions  |
|--------------------|--|
|                    | <p>Align processes for Compliance Improvement Monitoring with Differentiated Assistance (CIM and DA) in collaboration with the SELPA to integrate support practices and systems.</p> <p>Expand support for English Learners and Dual Language programs to support the implementation of designated and integrated English Language Development, linguistically equitable spaces and reclassification efforts, as well as educational partner input and family engagement.</p> <p>Division meetings and cross-division meetings: discuss initiatives, needs, and focus areas in each district, analyze district snapshots, and connect work across initiatives.</p> |

EC Section 52071, [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52071.&lawCode=EDC](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC)

**Goal 2 Continued: Providing Differentiated Assistance:** Providing technical assistance to school districts pursuant to subdivision (c) of EC Section 52071.

| Metrics/ Actions   | Source of Funding |
|--|-------------------|
| <p><b>Customize differentiated assistance plans for districts qualifying for Tier 2 assistance based on needs and context in the district.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Agendas, data displays and other artifacts of facilitated meetings within DA e-folders by district</li> <li>• Meeting summaries, self-assessment results and/or focus areas, theory of action and/or action plans</li> <li>• Feedback from District Leadership at meetings between the DA events; Adjustment of processes based on feedback</li> <li>• Replication of processes and/or communication at sites with additional stakeholders</li> <li>• Evidence of analysis and planning in LCAPs and action plans</li> </ul> |                   |

| Metrics/ Actions   | Source of Funding   |
|--|---|
| <p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Provide SBCEO DA team and entire C&amp;I department on-going training in data visualization and analysis, Improvement Science, Implementation Science, facilitation, Compassionate Systems, Adaptive Schools, and Equity to form the basis of how we partner with districts for continuous improvement.</li> <li>• Meet with each Superintendent (and core leadership team of their choice) of Tier 2 districts to plan customized, differentiated assistance, beginning with overview and analysis of Dashboard and other publicly available data.</li> <li>• Develop data displays and facilitate dashboard/data analysis to determine for which student groups the current system is working (initial strengths and weaknesses).</li> <li>• Collect systems data, including a self-assessment (e.g. FIA or LEVERS) to help districts analyze how each system is designed. Support LEA to refine strengths and weaknesses, conduct root cause analysis and determine area(s) of focus or problem of practice for continuous improvement.</li> <li>• Support integration of continuous improvement focus in LCAP and comprehensive planning processes; meet with district leadership between meetings to refine and adjust process and translate to action over the 2 year cycle of support.</li> <li>• SBCEO staff participate in Geo Region and other systems of support networks to develop skills, access resources, and build competency in all areas to support districts.</li> </ul> | <p>Differentiated Assistance Funds including:</p> <p>Certificated &amp; Classified Salaries and Benefits</p> <p>Data Contractor/ Consultant</p> <p>In -County Travel</p> <p>Professional learning costs including travel out of county</p> <p>Materials, supplies, and printing for data facilitation</p> |

| Metrics/ Actions   | Source of Funding   |
|--|---|
| <p><b>Customize differentiated assistance plans for districts qualifying for year 2 assistance (and beyond) based on needs and context of the district.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Agendas, data displays and other artifacts of facilitated meetings</li> <li>• Meeting summaries, self-assessment summaries (e.g. FIA, LEVERS), root cause analysis results, PDSA results, action plans, and data triangulation</li> <li>• Feedback from District Leadership at meetings between the DA events; adjustment of processes based on feedback</li> <li>• Replication of processes and/or communication at sites with additional stakeholders</li> <li>• Evidence of analysis and alignment of plan to district priorities and activities in LCAPs</li> </ul> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Meet with each Superintendent and the core leadership team of their choice to plan customized, differentiated assistance, beginning with dashboard and data analysis updates and review of a previous year.</li> <li>• Work with district teams to re-engage in data and focus areas and analyze implementation progress. Facilitate development of inquiry questions.</li> <li>• Develop data triangulation for deeper study of factors contributing to current system design and outcomes. Determine data availability and priorities for inquiry questions. Prepare all data to allow for deep, facilitated analysis by district personnel.</li> <li>• Facilitate development and refinement of theory of action and change ideas, and design PDSA cycles and/or action plans.</li> <li>• Support and monitor active implementation plans including identifying effective practices, defining effective implementation, and establishing enabling contexts.</li> <li>• Continue to meet with district leadership to integrate other findings and other actions into the overall plan and continuous improvement process.</li> <li>• Participate in Geo Region and other systems of support networks to develop skills, access resources, and build competency in all areas to support districts.</li> <li>• Maintain skills of DA team to lead systems change through professional learning in areas including Improvement Science, Implementation Science, Data Visualization and Analysis, Cognitive Coaching, Adaptive Schools, Design Thinking, and Compassionate Systems</li> </ul> | <p>Differentiated Assistance Funds including:</p> <p>Certificated and Classified Salaries and Benefits</p> <p>Data Contractor/ Consultant</p> <p>Facility costs for team training</p> <p>In - County Travel</p> <p>Professional learning costs including travel out of county</p> <p>Materials, supplies, and printing for facilitation</p> |
| <p><b>Provide differentiated support and assistance for all districts who request assistance, including districts too small to qualify.</b></p>  | <p>Sources of Funding:</p>  |

| Metrics/ Actions   | Source of Funding   |
|--|---|
| <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Agendas, data displays and other artifacts of facilitated meetings</li> <li>• Positive Survey/ evaluations from meetings</li> <li>• Evidence of support and planned improvement in LCAP</li> <li>• MOUs and work plans outlining scope and sequence of support</li> </ul> <p>Action Steps:</p> <ul style="list-style-type: none"> <li>• Assess and evaluate needs within each district requesting support.</li> <li>• Develop and/or refine professional development planning and coaching through specific contracted work with small districts based on identified needs.</li> <li>• Provide one on one leadership support for planning and improvement work with small LEAs and those who cannot qualify for DA based on small size.</li> <li>• Maintain regular communication with all districts, share processes and results from DA inquiries with non-DA districts to demonstrate possibilities.</li> <li>• Connect districts to statewide and regional opportunities for support through the Statewide System of Support, Tier 1 DA, grants, Communities of Practices.</li> </ul> | <p>Differentiated Assistance funding and SBCEO General fund</p> |

EC Section 52071, [http://leginfo.legislature.ca.gov/faces/codes\\_displaySection.xhtml?sectionNum=52071.&lawCode=EDC](http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52071.&lawCode=EDC)

### Goal Three: Provide support for continuous improvement and plan implementation to all districts.

#### Update 2024-2025:

Focus on Students with Disabilities (SWD): 4 of 11 LEAs eligible for DA from 2023 Dashboard and 1 of 7 eligible from 2024 Dashboard qualified for support based on outcomes for Students with Disabilities student group. Small-scale progress has been reported in programs that are in initial stages of implementation of inclusive practices and environments that may not yet be fully realized on large-scale dashboard/data sets. While outcomes for SWDs have shown some improvement, significant gaps in academic performance, academic engagement, and climate outcomes between students with and without disabilities continue to persist throughout systems.

Focus on ELs/LTEs: 2 of 11 LEAs eligible for DA from 2023 Dashboard and 1 of 7 eligible from 2024 Dashboard qualified for English Learners (ELs). The 2024 Dashboard marked the first time Long-Term English Learners (LTEs) were included as a student group. 3 of 7 LEAs eligible from 2024 Dashboard qualified for LTEs. All LEAs with significant numbers of ELs also show gaps in academic performance, academic engagement, and

climate for ELs with more significant gaps for LTELs, SBCEO continued engagement of LEAs through various networks, communities of practice, workshops, special events, and customized professional learning work plans and our commitment to developing bilingualism and biliteracy.

Similar to the prior year, support continued to be grounded in the development of the whole-child, with the well-being of students, staff, and the surrounding community at the core of the work. Shared needs and interests surfaced throughout the county, including understanding and implementation of the 2023 CA Mathematics Framework and refinement of math instruction, development and refinement of literacy instruction, including analysis and selection of mandated screeners for reading difficulties. Districts continue to need resources and skills to implement multi-tiered systems of support (MTSS) for academics, social-emotional learning, and behavior, by building inclusive learning environments, and improving data practices. Due to high turnover rates among teachers and administrators, local education agencies identified some technical needs in assessment and data as well.

SBCEO supported continuous improvement across these areas of need through a variety of approaches. Support and leadership for these areas was routinely and intentionally woven into established professional networks and communities of practice as well as provided through customized support and coaching. Our SBCEO teacher and administrator credential programs (TIP, PASC, and CASC) and the teachers' network grant programs are grounded in the LCAP. The entire Curriculum and Instruction Division collaborates to know and understand the needs, goals, and focus areas of our LEAs' plans, and the work we do at multiple altitudes throughout the LEAs, informs the LCAP and DA work. The mutuality of plan development, plan implementation, and systems improvement allows our support to create coherence.

County-wide communities of practice aimed at leveraging collective professional knowledge and skills to develop and deepen curricular and instructional approaches to mathematics, computer science, and science instruction were established and will expand in 2025-26. We provided additional workshops, resources, and networks in response to new or unfunded initiatives (e.g., Ethnic Studies requirement) and cultural changes impacting education (e.g., Artificial Intelligence - AI). A hybrid professional learning series on the California Longitudinal Pupil Achievement Data System (CALPADS) was facilitated by statewide regional partners at SBCEO for local LEAs to support collaboration between programmatic and data systems personnel to ensure accuracy and usability of data. A county-wide network centered on systems, structures, and practices for evaluating risk of reading difficulty and determining response to assessment was also established and will continue in 2025-26. The Santa Barbara County Inclusion Network focused intently on understanding and applying the principles of Universal Design for Learning (UDL) as an equity-based whole system transformation aimed at developing and maintaining equitable, inclusive learning environments. In addition to providing specific data resources, tools, and displays to all LEAs, SBCEO built the capacity of LEAs to integrate data into decision-making and planning as seen in the development of LCAPs, Community Schools Plans, Expanded Learning Plans, and UPK implementation planning. In the five years since the pandemic, LEAs have seen the expansion of LCAP requirements, multiple additional required plans with reporting, and dozens of initiatives and categorical grants focused across the eight state priorities. Our systems and supports enhance each LEA's ability to implement their plans and initiatives. We built coherence and integrated support across the multiple plans and efforts by assigning a main contact and flexible teams who integrate deep knowledge of district plans with expertise and resources from the entire C&I division, other SBCEO divisions, the Statewide System of Support and our partners.

**Goal 3 Other Support:** Providing any other support to school districts and schools within the county in implementing the provisions of *EC Sections 52059.5-52077*.

| Metric   | Action  |
|--|---|
| <p><b>Districts and charters continuously integrate all new regulations, requirements, and plans, while maintaining their focus on LCAP goals and priorities.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Agendas, folders, and drives from network meetings</li> <li>• Emails, listservs, slides</li> <li>• Alignment of individual district plans, LCAP plans and all other plans and district tracker</li> </ul> | <p>Continue to coordinate information dissemination and communication among the twenty districts and all charter schools related to new legislation that impacts the instructional program. This includes legislation, funding and requirements.</p> <p>Through Curriculum Council, Language Education Network, and Inclusion Network as well as in partnership with SELPA’s Special Education Administrators Meetings (SEAM), share all new expectations from Budget Trailer Bills and State Board Actions related to LCAP, Dashboard, and Data.</p>   |
| <p><b>Provide structures and frameworks that help districts attend to program design and quality.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Agendas, registration and attendance data bases</li> <li>• Notes and shared electronic folders</li> <li>• Listserv emails, artifacts and notes from networks, resource folders, and attendance databases from networks</li> </ul>                                     | <p>Maintain various networks for county administrators, leaders, and teams including Superintendents’ council, Curriculum Council, School Business Officials’ network, HR network, Language Education Network, Inclusion Network, UPK Networks, Expanded Learning Network. Provide individualized and Network support for Community Schools LEAs. Participate in the SELPA SEAM network.</p> <p>Continue other networks, including Communities of Practice in History, Mathematics, Science, Reading Risk Screening, and Ethnic Studies. Continue asset mapping and build county-wide leadership teams for communities of practice, by expanding the current math, science, and CS networks. Provide differentiated supports for teaching and learning with AI for administrators, IT leaders, teachers, and students and families.</p> <p>Attend state convenings to build capacity for local work.</p> <p>Continue to provide opportunities for Reading and Literacy Grant participation. Convene newest cohort of reading specialists.</p> <p>Expand support for Reading Difficulties Risk Screener implementation and response.</p> |

| Metric   | Action  |
|--|---|
|  | <p>Continue to assist LEAs with integration of all initiatives, including UPK and Expanded Learning, Community Schools, ethnic studies, arts integration, and for Math/Science/Computer Science as well as AI. Coordinating community partners and core instructional initiatives with expanded learning structures will be key to providing coherence for the increased and improved services in the LCAP.</p> <p>Provide research, policy, updates, grants, and resources to help districts prioritize needs, tap resources, and implement LCAP goals, actions, and services.</p>   |
| <p><b>All C&amp;I Managers familiar with district LCAP goals, actions, and services to incorporate LEA goals into programs and PD to provide coherent support for districts across roles.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• LCAP district snapshots</li> <li>• Notes from collaboration meetings</li> <li>• Syllabi, agendas, and outcomes reflect district goals</li> </ul>      | <p>LCAP team creates district snapshots.</p> <p>Read, review, discuss and plan for all programs (TIP, PASC, CASC) Networks (EL/DLI Network, Inclusion Network, Curriculum Council, Special Education Administrators, MTSS), content training (Math, Science, Computer Science, Literacy, SEL, PBIS, RTI, Ed. Tech, UDL, ELD, Assessment) and customized contract work, explicitly connecting to district goals, metrics, actions and services.</p> <p>Continue to monitor, discuss and collaborate around district focus and progress at monthly C&amp;I meetings.</p> <p>Cross reference and cross-collaborate initiatives, support and program participation for each district.</p> <p>Compile annual reports of training and program participations by district.</p> |
| <p><b>Provide PD offerings and grant opportunities aligned with LEA needs and goals.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• PD offerings on SBCEO/C&amp;I Professional Learning (PL) webpage</li> <li>• Participation in grant opportunities and PL events</li> <li>• MOUs and individual work plans</li> <li>• District LCAP tracking tools</li> <li>• Evaluations from PL</li> </ul> | <p>Consideration and support for ELs, LTELs, and SWDs is explicitly designed into every professional development opportunity.</p> <p>SBCEO Directors of School &amp; District Support and the SBCEO Coordinator of Instructional Support will continue to develop division knowledge and expertise in UDL implementation and support and will incorporate systemwide UDL implementation approaches to LEA support and professional learning.</p>  |

| Metric   | Action  |
|--|---|
|  | <p>Provide training around inclusive instruction, inclusive leadership, and the development of inclusive learning environments according to LEA needs identified through the Santa Barbara County Inclusion Network sessions and coaching opportunities and Tier 2 DA meetings.</p> <p>Arts – continue to collaborate with partners to seek and secure grants to enhance the arts and provide access to the Children's Creative Project and partner with local arts providers to expand offerings and provide support for Proposition 28 planning and implementation.</p> <p>Continue grant category for Dual Language and World Languages through Teacher Programs and Support. All current grants require LCAP alignment in justification.</p> <p>Braid, blend, and integrate grants and initiatives for English Language Development (ELD) and Dual Language Immersion (DLI) to amplify coherence and support.</p> <p>Expand the focus on literacy with the continuation of the Reading Difficulties Risk Screener Network. Continue year 2 provision of the RLAA Grant to develop local teachers and support providers knowledge and capabilities to support structured reading instruction.</p> <p>Partner with local community partners to provide advocacy, support, and services to students and families</p> |
| <p><b>Assist Districts in monitoring impact of actions and services in LCAP.</b></p> <p>As indicated by:</p> <ul style="list-style-type: none"> <li>• Addition of leading, local indicators in LCAP</li> <li>• Specific changes to actions and services based on the indicators</li> </ul> | <p>LCAP team will use current LCAP to start conversations in fall with districts about monitoring LCAP actions and services and coach leaders to identify some potential leading indicators to track informally/unofficially as part of their theory of action.</p> <p>Share indicators, connections to Theory of Action and usefulness in measuring impact at Curriculum Council and other network meetings.</p>   |

EC Sections 52059.5–52077,

[https://leginfo.legislature.ca.gov/faces/codes\\_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5](https://leginfo.legislature.ca.gov/faces/codes_displayText.xhtml?division=4.&chapter=6.1.&part=28.&lawCode=EDC&title=2.&article=4.5)

## Collaboration

The Santa Barbara County Superintendent of Schools and SBCEO staff will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

| Actions  | CCEE | CDE | County Superintendents | Geo Leads | SOS Leads |
|--|------|-----|------------------------|-----------|-----------|
| Santa Barbara County Superintendent of Schools participates in California County Superintendents meetings and CA County Superintendents Executive Board.   | Y    | Y   | Y                      | -         | -         |
| The Associate Superintendent, C&I, meets bi-monthly with C&I leaders across the state at Curricular and Improvement Support Committee (CISC) meetings. She is Past-Chair and on Executive council.   | Y    | Y   | Y                      | Y         | Y         |
| The Associate Superintendent, Administrative Services, meets monthly with County business leaders across the state at Business and Administration Services Committee (BASC) meetings. The Administrator, SBAS, attends ESSCO (External Services Subcommittee) meetings.  | Y    | Y   | Y                      | -         | -         |
| The Associate Superintendent, C&I, serves on the state Accountability subcommittee and leads/facilitates California County Superintendents training and resource development initiatives for LCAP. LCAP Director and Associate Superintendent, Administration Services also serve as state trainers and LCAP Manual editors. | Y    | Y   | Y                      | Y         | Y         |
| Directors from C&I take part in the 21CSLA Regional Grant and coordinate coaching support and professional development for educators and administrators with clear credentials.  | Y    | -   | Y                      | Y         | Y         |
| The Differentiated Assistance Team meets at least monthly in the Geo area work group and with the Geo Lead ( VALCO - Valley to Coast Collaborative) to develop capacity and resources for supporting DA.   | Y    | Y   | Y                      | Y         | Y         |
| The LCAP team (C&I and SBAS) attend all statewide LCAP trainings and cross reference with the CDE "Tuesdays at Two" trainings.   | -    | Y   | Y                      | Y         | -Y        |
| The Differentiated Assistance Team attends and contributes to virtual training and collaboration events with System of Support Leads.  | Y    | -   | Y                      | Y         | Y         |
| The Associate Superintendent, Special Education, attends virtual collaboration with the SELPA Resource Leads.<br>The SELPA Executive Director, who serves on the DA team, attends Statewide SELPA meetings   | Y    | Y   | Y                      | Y         | Y         |

|   |   |   |   |   |   |
|---|---|---|---|---|---|
| The Differentiated Assistance Team collaborates with Open Access and Supporting Inclusive Practices (SIP) to provide the Inclusion Network .  | Y | - | Y | - | Y |
| The Differentiated Assistance Team - with the GEO region - matches resources with LEA needs directly and incorporates resources into customized work with LEAs.   | Y | - | - | Y | Y |
| SBCEO C&I Division Directors and Coordinators are actively engaged in the 14 County Office statewide CISC subcommittees to collaboratively develop knowledge, skills, and resources to support this work.   | Y | Y | Y | - | Y |
| SBCEO is the Mathematics Lead for the statewide Cal-MSCS grant, was the regional lead for Computer Science EWIG grant, is an active regional member and advisor for the 21CSLA (leadership academies and coaching) grant, and is a collaborative partner on multiple grants to support literacy and English language development. | Y | Y | Y | Y | Y |

Key: "Y" indicates a collaboration and "-" signifies N/A or not applicable

| 2025-26 Estimated Costs by Category for Actions detailed in the plan   | 2025-26 Estimated Costs |
|--|-------------------------|
| Portion of Certificated and Classified Salaries and Benefits<br>(4 Directors of School and District Support, Data Coordinator, Administrative Assistants, part of 4 additional Director's FTEs and District Financial Advisors' FTEs as LCAP advisors, | 2,100,000               |
| Supplies, Books, Materials   | 10,000                  |
| Services, printing, travel (in and out of county), staff training, data software   | 32,000                  |
| <b>Total Estimated Cost</b>  | <b>2,142,000</b>        |