Annual Summary Report
LCAP and Differentiated Assistance
Support for LEAs

Santa Barbara County Board of Education Meeting
June 18, 2025

Rachel Fauver
Director, School & District Support

Ellen Barger
Associate Superintendent, Curriculum & Instruction

Shawn Carey
Director, School & District Support

Presentation Overview



- Purpose and Historical Context
- Goal 1: LCAP support
- Goal 2: Differentiated Assistance
- Goal 3: Implementation Support
- Collaboration with State Agencies
- Questions

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History and Purpose

LCFF of 2013: Transformed California's Approach to Accountability in Education

FROM



TO



The previous accountability systems were merely mandates and penalties with prescriptive fixes - inputs that had limited success and labeled schools as failing.

CA committed to creating a mutual accountability system built on support and continuous improvement.

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The California Way

2015: A Blueprint for Great Schools Version 2.0

Page 2: The California Way

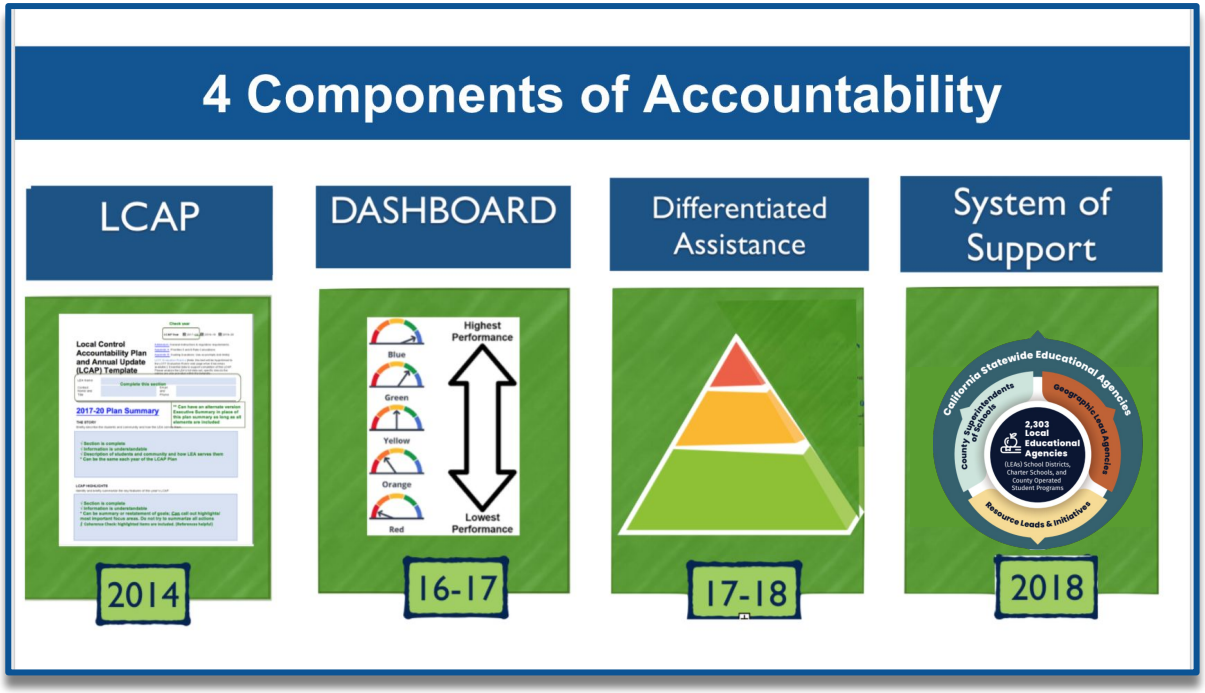
The California Way rests on the belief that educators want to excel, trusts them to improve when given the proper supports, and provides local schools and districts with the leeway and flexibility to deploy resources so they can improve.



https://www.cde.ca.gov/be/pn/im/documents/memo-dsib-amard-aug15item01a1.pdf

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History and Purpose



County Offices of Education: Essential to the **effective functioning** of this system.

Beginning in 2019: Requirement

Provide a Summary of Support:

- Review and Approve All LCAPs
- Provide Differentiated Assistance (DA)
- Support Plan Implementation and Continuous Improvement
- Collaborate within the statewide system of support

Education Code §52006

Information Item - Annual Report

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Santa Barbara County Education Office

2024 - 2025
Annual Summary Report

SANTA BARBARA
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3 Goals/ Expectations

Education Code §52006

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Goal 1

Support, Review and Approve all **LCAPs**

Goal 2

Provide **Differentiated Technical Assistance**

Goal 3

Support for **continuous improvement** through Plan Implementation

Report to CDE includes

Annual update and reflection on 2024-25 and

Goals, Indicators/ Metrics and Actions for 25-26

LCAP = Local Control Accountability Plan

The California Way frames the basic tenets of both the programmatic and the fiscal approach to accountability and is embodied in 3 main principles:

"Support and Improve"
approach to accountability

- A process of continual improvement

Support,
Review & Approve
all LCAPs

EQUITY

- "Equal Treatment for Children in Unequal Situations Is Not Justice"
- Provides **supplemental resources** to **ensure** that CA's English learners (ELs), students from families with low income, youth in foster care and homeless students have the increased/improved **supports they need**

SUBSIDIARITY

- Principle of social organization that holds that social and political issues should be dealt with at the **most immediate (or local) level**
- Requires **transparency** and deep ed. partner **engagement**

SBCEO LCAP and Plan Support Team

C&I / *PROGRAM*

Ellen Barger, *Assoc. Superintendent*

Shawn Carey
Director, School and District Support

Noelle Barthel
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*

Josh Becerra
Administrator, SBAS

Rebecca Holmes
Makenzie Johns
Danielle Spahn
Jenelle Williams
District Financial Advisors

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County Office "Dual Role"

Support Development

COACHING

Professional Learning and Consultation

Continuous Improvement Opportunity

Connecting requirements to what LEAs want and need to do to fulfill their vision

Support, Review & Approve all LCAPs

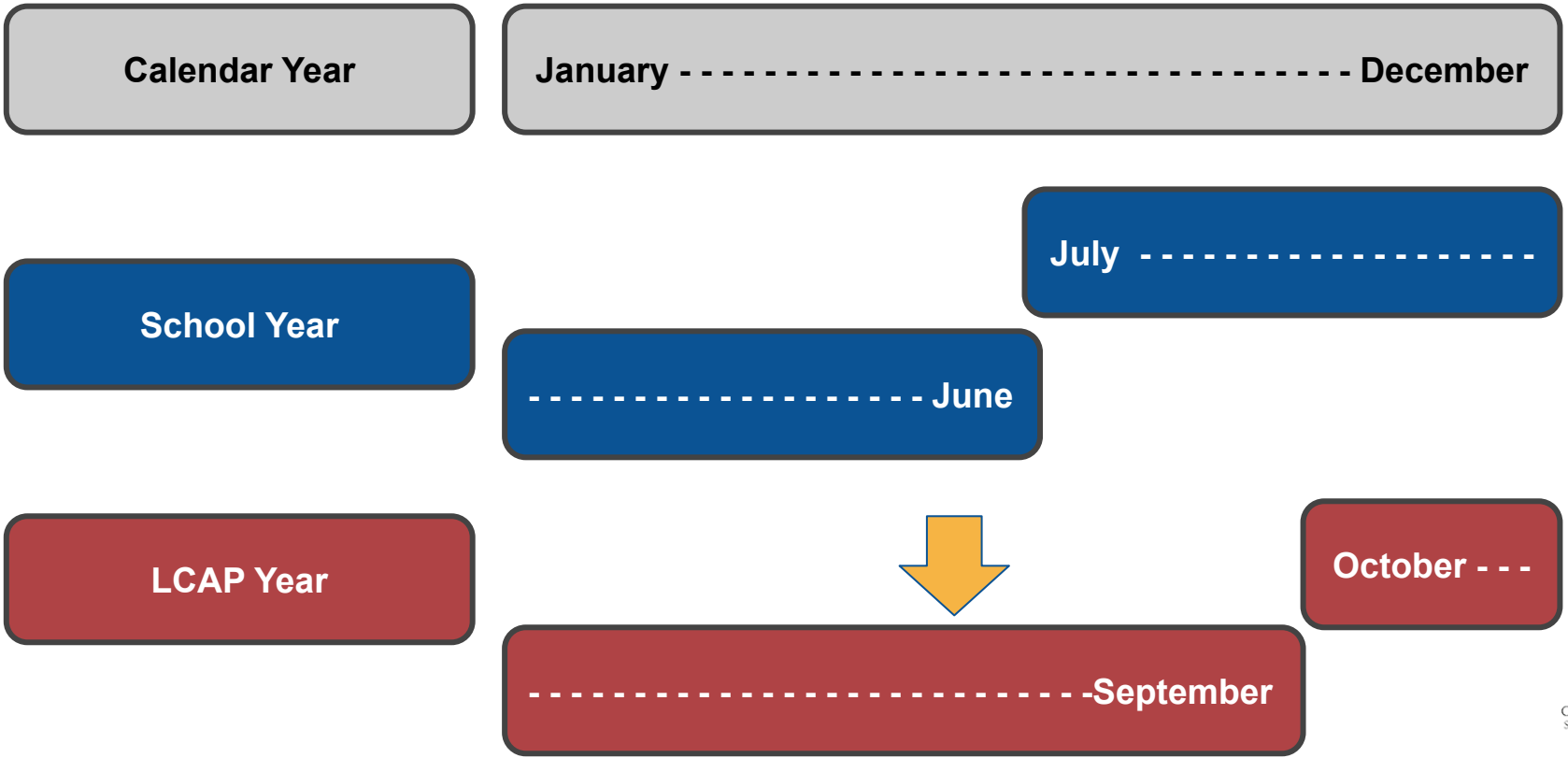
Review & Approve

TECHNICAL

Determine whether Board-adopted LCAPs meet 4 Approval Criteria:

1. Follow all instructions, template (Ed Code)
2. Sufficient budget to carry out LCAP services
3. Meet increased/ improved services requirement
4. Calculation of and plan for carryover obligation

“LCAP Year”



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LCAP Year

July - September 2024	October '24- January '25	Feb. - April 2025	May - June 2025
Receive Adopted LCAPs Official Review: 4 Criteria Clarification Approval Letters	Post LCAPs Template Refresh Dashboard Release Needs Analysis Budget Proposal	Mid Year Update Professional Development Process support	Budget Revise Intense Support via Previews
Approval	*Support*		

This Report:
Looking back and Planning forward

Plans for Next Cycle (July 2025 - June 2026)

2024-2025 LCAP Year Highlights

Increased Collaboration

- Internally,:
  Program & Fiscal Teams
- Externally:
  Monthly Check-ins March-May

SBCEO Team co-designed and co-facilitated professional learning and consultation, strengthening trusting relationships and allowing for proactive identification and resolution of vulnerabilities.

Streamlined Processes

- Online portal
- Digital approval checklist tool
- Team Review Schedule

SBCEO Team used technology to standardize procedures, improving clarify, consistency, and efficiency both internally and externally.

Leveraging "Year 2"

- Enhanced descriptions of increased and improved services
- Refining of metrics for evaluating effectiveness

SBCEO Team leveraging the 2nd year of the 3-year LCAP cycle to coach improvements in the quality of LCAPs, improving clarity and accessibility.

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3 Goals

Goal 1

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Goal 2

Provide Differentiated Technical Assistance

Goal 3

Support for continuous improvement through Plan Implementation

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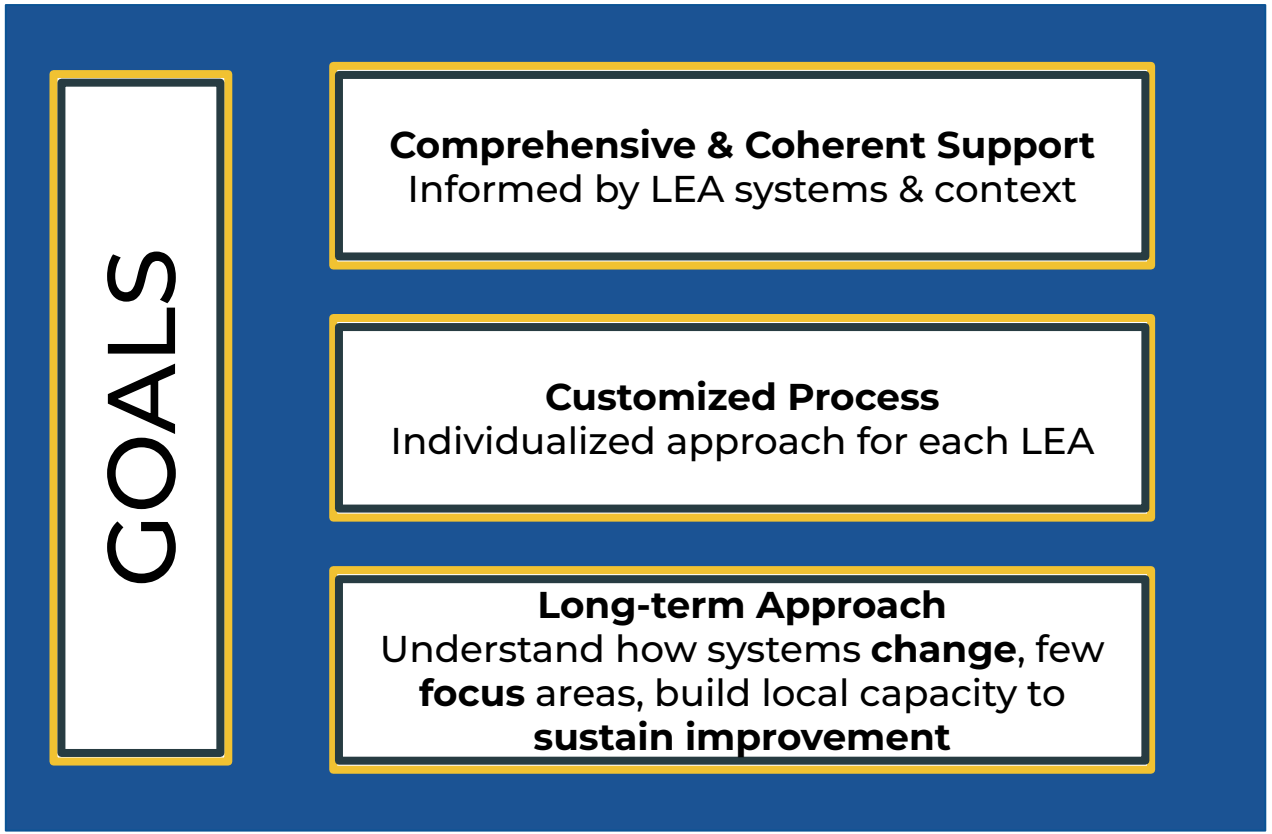
Differentiated Assistance & Continuous Improvement

Differentiated Assistance is designed to **assist LEAs** to address underlying causes that led to low student outcomes while **strengthening the LEA's overall ability** to *evaluate the effectiveness of strategies and programs, adjusting as appropriate.*

Differentiated assistance **is not a status or label** that LEAs enter or exit, but a *type of support rooted in continuous improvement.*

~California's System of Support - Title I, Part A (CA Dept of Education)

Differentiated Assistance & Continuous Improvement



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Differentiated Assistance & Continuous Improvement

3 Levels of Support

Provide **Differentiated Technical Assistance**

Universal:

Available to **all** districts (20) & charters (10)

Targeted:

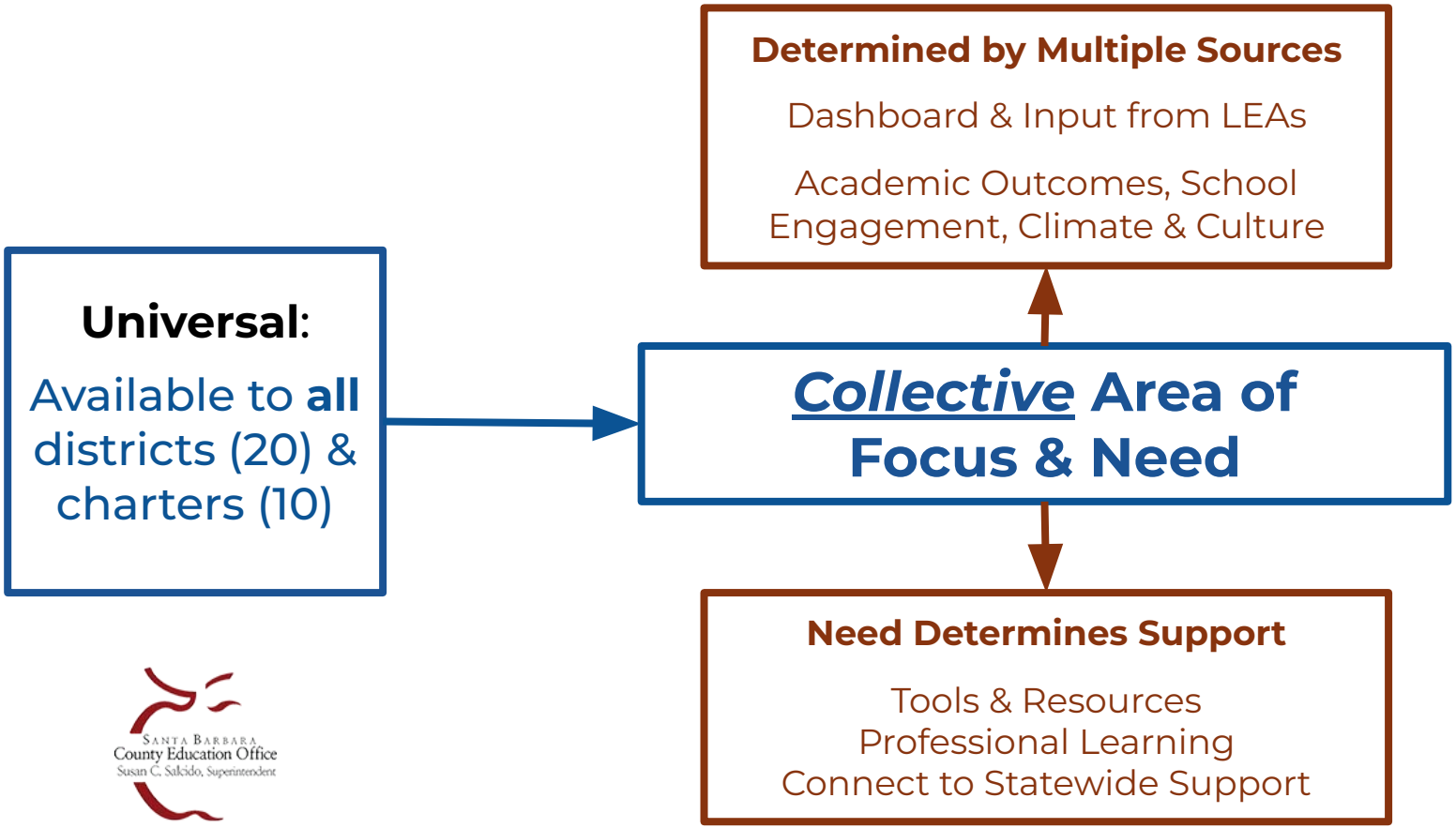
Available to ***qualifying*** LEAs (districts, charters, COEs) (13)

Intensive:
Provided to identified LEAs (1)

Dashboard determines "*qualification*" for **Targeted** & **Intensive** support

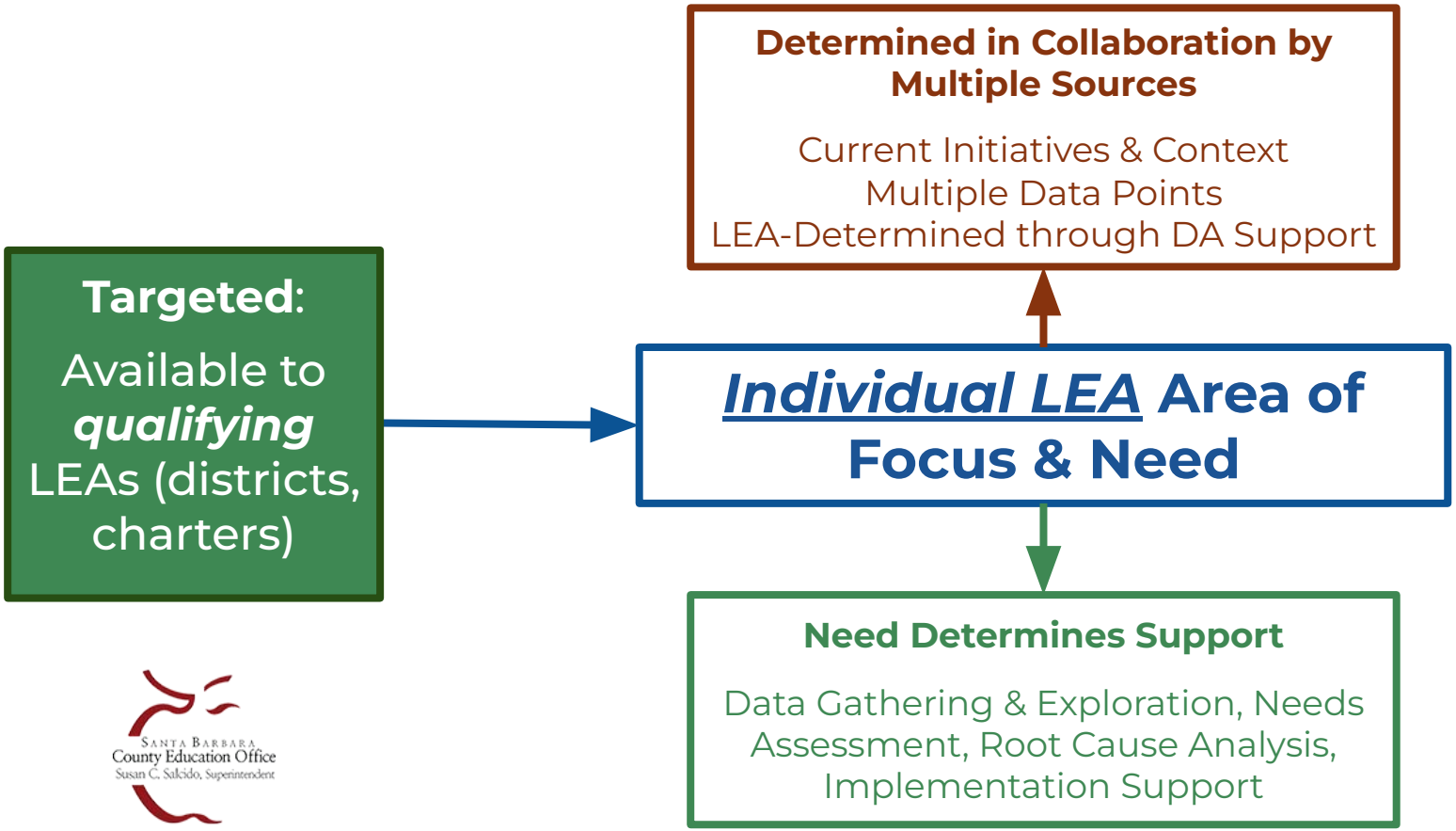
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Differentiated Assistance - Universal Support



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Differentiated Assistance - Targeted Support



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Differentiated Assistance - LEA Areas of Focus - SAMPLES

Implementation: A coherent system for clarifying and calibrating expectations for expanding effective instructional practices

Inquiry: Why is there misalignment between report card grades and state assessment outcomes.

Targeted:

Available to ***qualifying*** LEAs (districts, charters)

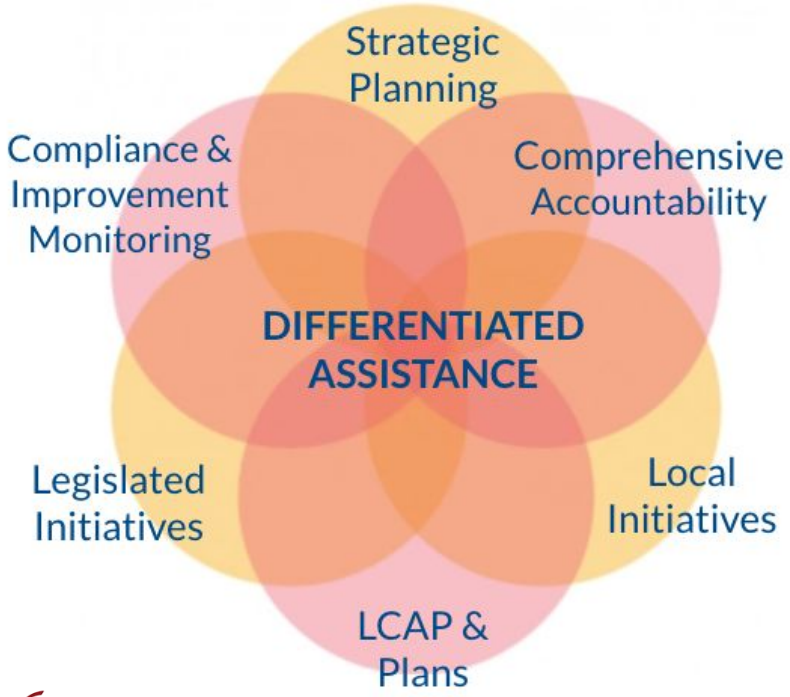
Individual LEA Area of Focus & Need

Problem of Practice: Students with disabilities do not have equitable access to rigorous learning experiences

Improvement: Collaborate with educational partners to improve practices and structures for supporting Foster Youth.

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Differentiated Assistance: Coherence & Focus



SBCEO DA
Grounded In & Informed By:

- **Data Inquiry 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 D School*)
- **Asset Framing** (*Trabian Shorters*)
- **Purpose Strategy & Culture**

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Differentiated Assistance Team



Rachel Fauver (Lead) *Director, School and District Support*
Shawn Carey *Director, School and District Support*
Ray Avila, Ed.D. *Executive Director, SB County SELPA*
Noelle Barthel *Director, School and District Support*
Tiffany Carson *Director, School and District Support*
Carlos Pagán, Ed.D., *Director, Literacy and Language Support*

Ellen Barger, Associate Superintendent, C&I

3 Goals

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Goal 1	Goal 2	Goal 3
Support, Review and Approve all LCAPs	Provide Differentiated Technical Assistance	Support for continuous improvement through Plan Implementation

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

2025-26: Universal Supports

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Dashboard and Data

- Data displays and visuals - ALL
- Dashboard toolkit & resources
- Data display folders for each LEA
- Data Use and Data Support

Continuing Areas of Focus

- Inclusion Network
- Leadership and Systems Supports
- Literacy Support; ELD; Biliteracy
- Math/ Science/ Computer Science /AI
- Legislated Requirements & Whole Child Initiative Implementation

Anticipated Universal Support

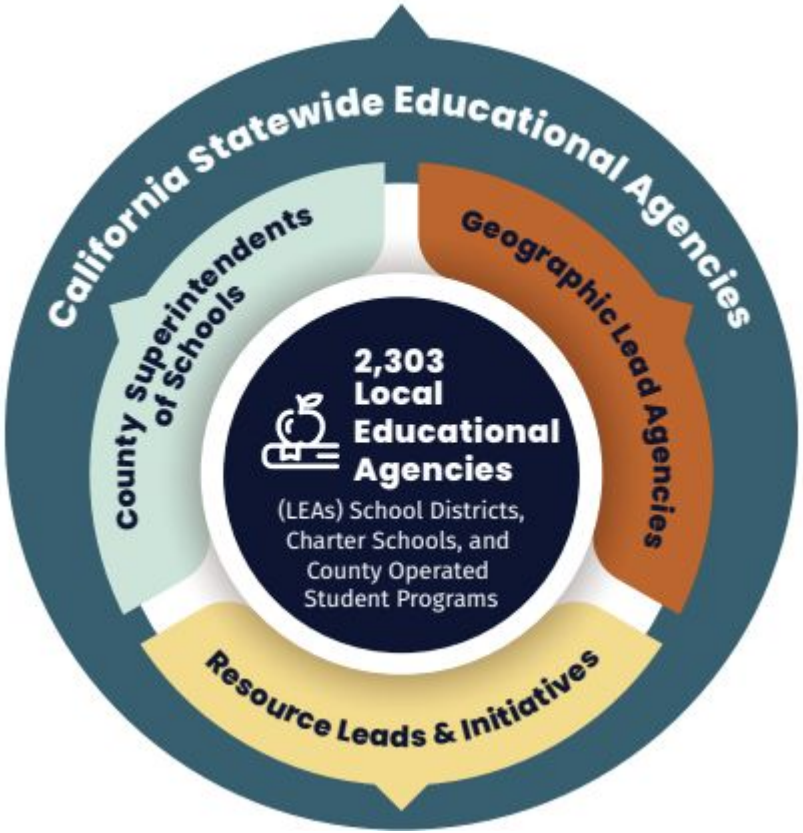
- Artificial Intelligence - for families
- Systems for Collaboration (PLC)
- Impact of new research, technologies
- Support for newly-funded coaches

2025-26: Universal Support Structures

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- Curriculum Council
- Ongoing Networks
- Communities of Practice
- Grant Administration
- Workshops
- Customized Contract Work
- Mini Grants
- Existing Program Integration

Leveraging the Statewide System of Support



Collaboration in the System of Support

CDE
CA Dept. of Education

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

Calibration on LCAP training and manuals



CCEE
CA Collaborative for Educational Excellence

Statewide meetings on Mathematics

Collaborations with Lead Agencies

Geographic Area (VALCO) Monthly Collaboration Work Sessions
Focus on Students with Disabilities & Long-term English Learners

3 Goals/ Expectations

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Goal 1

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Report to CDE includes Goals, Indicators/ Metrics and Actions

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Annual Summary of Support

Ellen Barger,
Associate Superintendent, C&I

Shawn Carey,
Director, School & District Support

Rachel Fauver,
Director, School & District Support

Thank you…

QUESTIONS?