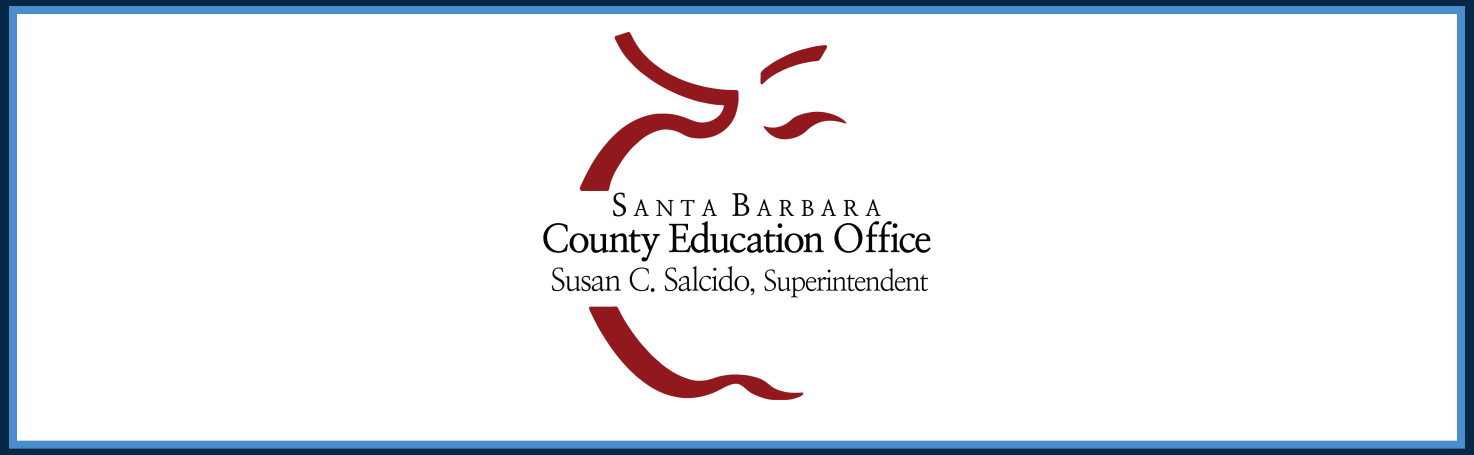


Santa Barbara County Education Office

2025 - 2026

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 2025-26 is 66,466 students**. Charter schools operating within Santa Barbara County serve 4,858 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 resulting from more than 55% unduplicated pupil enrollment.

Student demographics position Santa Barbara County uniquely across the state. DataQuest reports in 2025-26 show that English Learners (ELs) comprised 23.6% of the student population in the county - the fourth highest percentage amongst the 58 counties - compared to 16.2% statewide. Santa Barbara County has a high concentration of students experiencing homelessness with 7,804 students, or 11.7%, which is nearly triple the state average (4.0%); a rate that ranks 3rd highest amongst the 58 counties. Just over 70% of Santa Barbara County's students (46,567) are considered socio-economically disadvantaged, compared to 63.6% statewide. There are 9,710 students with an identified disability (14.6%) in the county, comparable to 14.2% statewide.

A note about this report: The three goals represent the three reporting 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 span multiple school years and calendar years.

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

Update on 2025-2026 LCAPs (July 1, 2025 - Present):

Board-adopted LCAPs for School Year 2025-26 from all 20 districts were submitted to Santa Barbara County Education Office by the statutory deadline of July 1, 2025. 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, minor edits were required before approving and posting LCAP. In other instances, districts needed support in revising adopted LCAPs to adhere to legislative requirements associated with the current 3-year LCAP cycle. This, in turn, necessitated re-adoption by the governing board. When clarification and readoption were indicated, the County Superintendent notified each district governing board and superintendent in writing by August 15. The SBCEO LCAP team maintained communication with district

superintendents and LCAP Leads, and coordinated processes and 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. Our 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 2026-2027 LCAPs:

The 2026-27 LCAP represents the third 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 & Refine" webinar for countywide LEA LCAP Leads in order to (re-) familiarize leaders with legislative requirements, including the Mid-Year Update, and the SBE-adopted template and instructions. Areas of focus included effective educational partner engagement and considerations related to the expenditure of Learning Recovery Emergency Block Grant (LREBG) funds. In February, SBCEO hosted a "Review & Refresh" webinar that supported LEAs in examining and strengthening their implementation, improvement and accountability throughlines to promote clarity and, ultimately, more equitable outcomes for unduplicated student groups. By next spring, it will not be allowable for LEAs to carry forward LCAP actions that have not been determined to be effective; therefore, we are supporting LEAs in advance of this new accountability threshold proactively. Each webinar was offered twice to accommodate schedules, and the series was well-attended.

Also 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 2026-2027 LCAP. SBCEO C&I and Fiscal Advisors collaborated on the design and facilitation of the workshop, creating a conference-style professional learning event that allowed LEA LCAP Leads to focus on at least three topics best aligned to their areas of need. Topics included: AI and the LCAP, Aligning the Team, Strengthening Required Descriptions for Increased or Improved Services, ELevating ELs & LTELs in the LCAP, Enhancing Family Engagement, Supporting Learning Recovery: Requirements and Considerations (LREBG), Integrating SWDs in the LCAP, Staying on Top of the Fiscal Picture, and Considering and Capturing Improved (Qualitative) Services. The workshop design also afforded Leads the opportunity for collaborative team time, consultation with SBCEO advisors, and scheduling of monthly check-ins March-May to support LCAP development.

All but two of our county's districts opted to participate in these monthly check-ins. Topics 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.

A small number of LEAs experienced a significant change in context and/or personnel and were provided intensive support throughout the annual LCAP cycle.

Approval of 2026-2027 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 (from the School Business Advisory Services Division) 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 devote significant time and attention to the thorough process of review, clarification, and approval.

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. All LCAPs will be approved following statutory requirements. SBCEO will post the approved LCAPs on our website, and remind each LEA to post their approved LCAP as well. Finally, we will continue to monitor and support the completion of the Local INdicators requirement for each LEA on the CA School Dashboard.

While our cycle of support for Goal 1 begins in summer with the approval of the 2026-2027 LCAPs, we quickly move into support, training, and coaching for the new LCAP cycle beginning in the fall. In fall of 2026, we will begin to share the new 3-year LCAP template (2027-2030) and the stand-alone annual update document to bridge the current 3-year plan with the new cycle. The transition marks the instantiation of the expectation to demonstrate effectiveness of actions as requisite to their continued inclusion. Training and the cycle of support described above will continue in order to ensure that LEAs are prepared to adopt approvable LCAPs next year as well.

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

Metric/Indicators	Actions
100% (20/20) of district 2026-27 LCAPs will be reviewed and approved by September 15, 2026; Posted by October 1, 2026. As indicated by: ● Preview and review approval checklists, communication files, and feedback artifacts ● Copies of clarification requests and letters ● Copies of approval letters for each district ● Audit of district website posting and SBCEO website posting	June- August: SBCEO C&I and Fiscal LCAP Teams conduct reviews of board-adopted LCAPs, including alignment with district budget and assurance that LCAPs incorporate any carryover obligation. Request clarification by August 15, and work with districts to ensure that all LCAPs are approvable by the County Superintendent. September: Communicate approvals to district Boards and Superintendents prior to the budget approval deadline of September 15. October: Ensure website posting of board-adopted and county-approved LCAPs for the fiscal year in accordance with all requirements. Support upload to the Dashboard.

Metric/Indicators	Actions
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. As indicated by: ● Professional learning materials, including agendas and training artifacts ● Evidence of support for 20 districts as well as charter schools, including participation in professional learning events and records of LEA-specific monthly check-in meetings ● Correspondence between LEA and SBCEO staff	July-June: Train new LCAP support team members and build team member capacity by compiling relevant resources and through ongoing calibration. September: Associate Superintendents of C&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. 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. October-June: 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. SBCEO will provide ongoing training, support, and updates for district planning teams at SBO meetings, Curriculum Council, Superintendents' meetings, and through written communication. December-July: SBCEO Associate Superintendent serves on COE LCAP Rapid Response team to help design and provide training for all COEs. SBCEO Director of School and District Support serves on a work group to develop and present statewide training. All SBCEO C&I and Fiscal LCAP advisors attend the statewide County Office of Education training modules and calibration call sessions (in partnership with CDE) to ensure consistency. January - April: SBCEO C&I and Fiscal LCAP Teams provide training, professional development, and coaching to support understanding of and adherence to legal requirements associated with the LCAP process and plan. February - March: SBCEO LCAP Team reviews LCAP Approval Manual published by California County Superintendents.

Metric/Indicators	Actions
Districts receive timely feedback on LCAPs, including Budget Overviews, prior to board adoption. As indicated by: ● Completed Preview Checklists, work papers/spreadsheets and emails demonstrating individualized feedback on previews ● Calendared meetings between SBCEO & LCAP staff ● Correspondence between LEA and SBCEO staff **100% of Districts develop 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.** As indicated by: ● Internal documentation system for tracking status ● Internal compilation of electronic, time-stamped files **All Districts report Local Indicators in conjunction with LCAP adoption.** As indicated by: "Standard Met" on Dashboard for all local indicators.	February-May: SBCEO LCAP advisors schedule and conduct LEA-specific monthly check-ins to support LCAP development involving our program and fiscal staff 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. 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. May-June: SBCEO District Financial Advisors and Program Advisors collaborate to provide formal previews of complete (or almost 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 requirements of the template and Ed Code are met, highlighting vulnerabilities to support district staff in presenting an approvable LCAP to the board for adoption. 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 myCDEConnect after presenting to the Board. Monitor status of LCAP adoption and timely submission of LCAPs (through June) and Local indicators (through August).

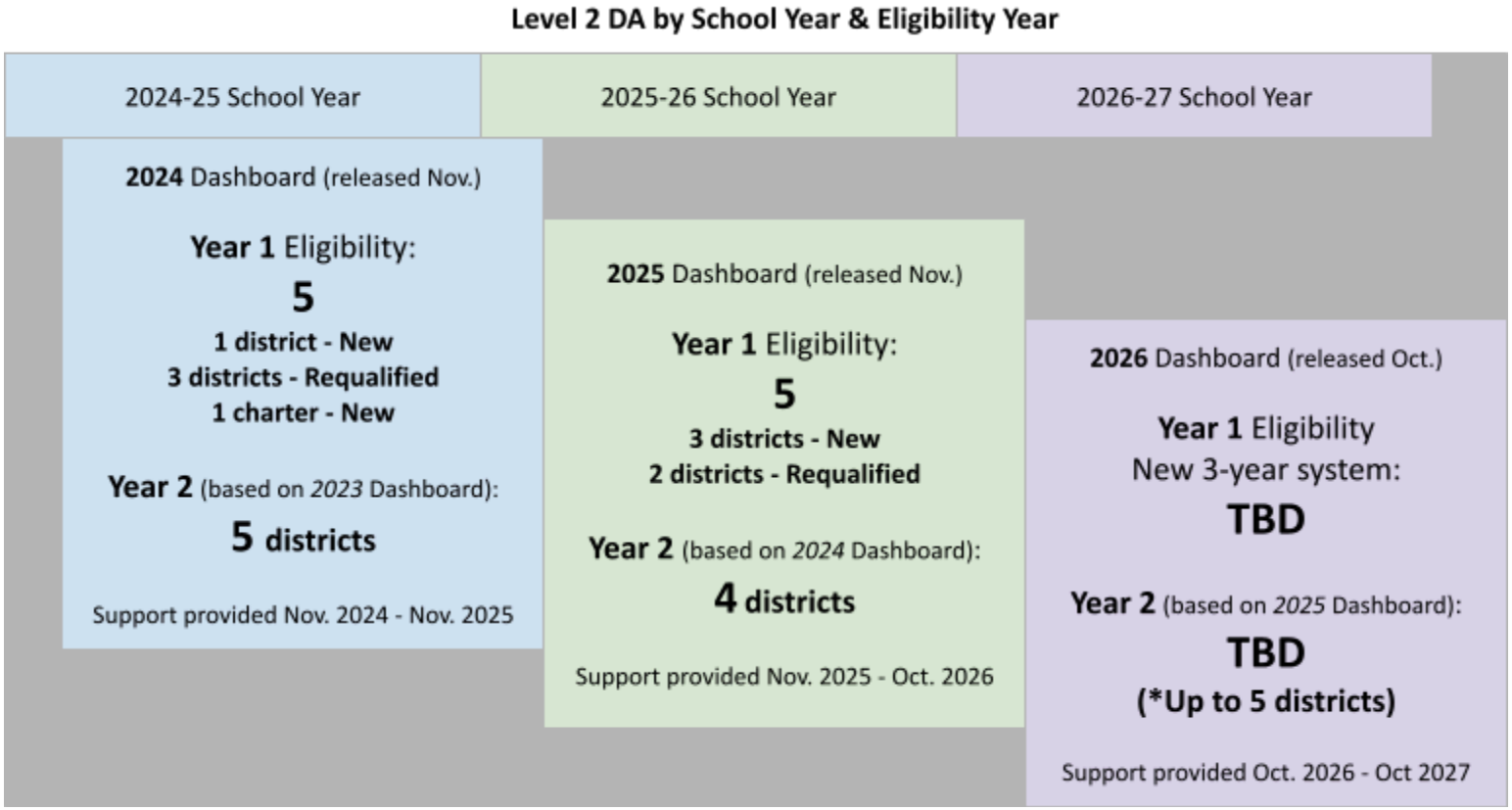
EC Section 52070, http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?sectionNum=52070.&lawCode=EDC

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 2025-26 (July 1, 2025 - Present)**::**
The CA School Dashboard (Dashboard) published in November 2025 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 (5 categories: very high to very low) and how those metrics changed from the prior year (5 categories: increased significantly to decreased significantly). The 5 x 5 matrix is then color coded similar to a heat map with a blue designation indicating the best outcomes and with red indicating the areas of greatest concern. 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 (which is not a determining indicator, but does show as a color). Because there is a two-year eligibility for district Differentiated Assistance, the 2025 Dashboard determined which districts qualified for Differentiated Assistance (DA) for 2025-2027 and which charters qualified for support through fall of 2026. And because support is year-round, the 2025-26 school year includes support for districts that qualified for DA on both the 2024 and the 2025 Dashboards.

Currently, qualification for Tier 2 Differentiated Assistance (Tier 2 DA) happens each year, with each dashboard release. For districts, eligibility is based on a single year of data, but provides two years of support. The opposite is true for charters, which require two years of data, but support qualification is for a single year. While there are technically 4 methods for qualifying for Tier 2 DA, 97% of the LEAs in the state, and 100% in our county met the criteria of having one or more student groups appear with Red indicator(s) in 2 or more priority areas: Engagement (Graduation or Chronic Absenteeism), School Culture (Suspension), and Academic Outcomes (ELA and Math, or EL Progress).

In Santa Barbara County, nine Local Education Agencies (LEAs) received Tier 2 DA in 2025-26 with five continuing to qualify for support into the 2026-27 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 2024 Dashboard and simultaneously be in year one of eligibility based on the 2025 Dashboard. The following chart outlines current eligibility based on both the 2024 and 2025 Dashboards:



Each of the LEAs identified for Tier 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. Districts new to eligibility begin inquiry with Dashboard and data analysis along with examination of the LEA's current initiatives and context. All of this is intended to support the identification of a focus area priority for improvement. The four districts that maintained eligibility from 2024 deepened understanding of their systems and, through a processes of collaboration, coaching, coplanning, and facilitation, were supported in applying insights gained from Year 1 DA to their identified priority area. Focus areas 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 (SSoS) providers and the Santa Barbara County SELPA. The Santa Barbara County SELPA continued close partnership in Tier 2 DA support for LEAs with an identified need for Students with Disabilities. SBCEO also directly collaborated with Supporting Innovative Practices (SIP) and Open Access, both technical assistance providers through the SSoS, to incorporate and coordinate Tier 2 DA and other technical support for several LEAs.

The differentiated work with each LEA is truly customized and responsive to the local context and needs. Each LEA summarizes their current efforts resulting from Tier 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.

Tier 1 Differentiated Assistance (Tier 1 DA), or universal support, 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. Three years ago, as a county, we identified a universal need in the area of providing students with disabilities access to grade level learning. The Santa Barbara County Inclusion Network (SBC Inclusion Network) continued in the 2025-26 school year marking the third year of supporting LEA teams in identifying, developing, and initiating reforms needed in their systems for supporting students with disabilities' meaningful inclusion in all aspects of a school community. Partnerships with Open Access, Supporting Innovative Practices (SIP) and the Santa Barbara County SELPA continued. The SBC Inclusion Network consisted of three in-person learning and collaboration sessions and direct coaching opportunities at the request of LEAs in between sessions. Participants included teams from 9 LEAs countywide with over 80 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.

Additional Universal Supports:
Every district and charter school is included in our Curriculum Council. This universal support provides access to knowledge, opportunities, and resources to support all state priorities. Through Curriculum Council, we provide each LEA with interactive, dynamic data displays that include state, county, and individual LEA Dashboards-at-a Glance, multi-year ELA, Math, and Science CAASPP data visualizations at the student group, school, and LEA levels, as well as staff engagement reports. We offered a range of other universal supports based on new state requirements and initiatives, programs that do not have state support, and common areas of focus for LEAs based on their data and identified priorities. These include: Communities of Practice (COPs) to support the LEA Expanded Learning Programs, Ethnic Studies implementation and graduation requirement, Personal Finance graduation requirement, and Restorative Approaches implementation as well as a facilitated support network for implementation of the first year of Reading Difficulties Screeners. We provided free Artificial Intelligence (AI) learning, workshops, community engagement sessions, keynote speakers, and a roundtable for collaborating on policies and practices. Additional universal supports included a Mathematics Publishers' Instructional Materials Fair for the 64 programs on the state adoption list, and on-site training for the Preschool and TK Learning Foundations

(PTKLF) and the P-3 literacy and Language Progressions. And through the braiding of funds from several grant-funded multi-year state initiatives, we were able to provide support at no cost to LEAs in several other areas of need, including Implementation Science, Universal PK, a student and teacher research and learning portal with all COMPASS (California Online Media) and library resources, and support for coherent initiative integration.

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
Support 100% of districts in understanding and using state and local data to improve conditions, engagement, and outcomes for students. As indicated by: ● Agendas and data resources from trainings and network meetings / DA folders for each LEA / calendar of presentation to district partners ● Use of slides and resources by districts ● All districts meet the local indicators requirement ● Evidence of data analysis in LCAPs and other plans, including CIM (Compliance Implementation Monitoring in Special Education) ● LCAP metrics and areas of focus reflect multi-year data trends and identification of inequities in LEA systems	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. Maintain accessible folders of data visualizations and interactive dynamic data dashboards for each LEA to use with educational partners, for analysis and for presentations. Coordinator of Educational Data 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. 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. 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. 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.

Develop and provide comprehensive, coherent Universal Support to districts and charters across systems and departments. As indicated by: ● Agendas, meeting artifacts, and meeting notes; ● District summaries and snapshots ● CASC and TIP ILPs reflecting district focus areas and initiatives; integrate data and LCAP ● C&I, SELPA, and other county staff know focus areas of each district and use common language and approaches in working with districts ● Registration and training data bases of Professional Learning and network offerings show responsiveness to teacher and system needs ● Reviewed district LCAPs and other plans (ELOP, CIM, etc.) demonstrate implementation of research affirmed, assets-based practices for all underserved children *NB: We are awaiting the final determination in the budget trailer bill to determine the nature of Universal Supports that will accompany the changes in the SBE's determination of Tier 2 DA. The CISC committee of the CA County Superintendents will calibrate on the processes for determining Universal Supports within and across counties. We will update this plan if necessary, once those determinations have been made.*	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. Educate and inform each LEA about the shifts in DA to provide the same levels of support through a universal level instead of predicating continuous improvement on a deficit model of low performance. Spend time shifting the mental model of "getting out of DA" as the goal for improvement. Continue to provide interactive and engaging Curriculum Council to process and communicate information, policy, resources, and learning. Division meetings and cross-division meetings: discuss initiatives, needs, and focus areas in each district, analyze district snapshots, and connect work across initiatives. Continue to share and discuss individual LEA's goals, initiatives, data, and partnerships across departments at C&I meetings. Expand LEA initiative tracker process and conversations to include other division managers at SBCEO (School and Community Services). Continue to integrate leadership and learning teams with implementation and improvement initiatives for Curriculum and Instruction with Continuous Improvement. Continue to structure teams and meetings to provide coherence. Provide Implementation Science and Improvement Science training and support through support for LCAP development, network, and workshops Provide Inclusion Network and support for general education teachers, administrators, and special educators in collaboration with SELPA staff, Supporting Innovative 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. Continue to ensure that all SBCEO managers are planning all professional learning informed by knowledge of Universal Design for Learning (UDL) and support for language development. Differentiated Assistance lead is an expert in special education, inclusion, literacy, and neurodiversity. ELD specialists work with all teams, departments and specialists through monthly meetings.

Metrics/Indicators	Actions
	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. Align processes for Compliance Improvement Monitoring with Differentiated Assistance (CIM and DA) in collaboration with the SELPA to integrate support practices and systems. 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.

EC Section 52071, 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
Assumption: Tier2 DA will be based on a three-year cycle for identification and support. (awaiting action by the State Board of Education in July Meeting) It is the intent of this statute and policy to significantly reduce the number of LEAs qualifying for Tier 2 DA and increase the timeline for support and improvement. **Customize differentiated assistance plans for districts qualifying for the 3-year cycle of Tier 2 assistance based on needs and context in the district.** As indicated by: ● Agendas, data displays and other artifacts of facilitated meetings within DA e-folders by district ● Meeting summaries; self-assessment results and/or focus areas; theory of action and/or action plans ● Feedback from District Leadership at meetings between the DA events; Adjustment of processes based on feedback ● Replication of processes and/or communication at sites with additional stakeholders ● Evidence of analysis and planning in LCAPs and action plans Action Steps: ● Provide SBCEO DA team and entire C&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. ● Meet with each Superintendent (and core leadership team of their choice) of Tier 2 LEAs to plan customized, differentiated assistance, beginning with overview and analysis of Dashboard and other publicly available data. ● Develop data displays and facilitate dashboard/data analysis to determine for which student groups the current system is working (initial strengths and systemic weaknesses). ● 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. ● 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. ● SBCEO staff participate in Geo Region and other systems of support networks to understand and calibrate around newly defined accountability system inclusive of Universal Support and Tier 2 DA, develop skills, access resources, and build competency in all areas to support districts.	Differentiated Assistance Funds including: Certificated & Classified Salaries and Benefits In-County Travel Professional learning costs including travel out of county Materials, supplies, and software We will continue to braid and augment funding for one-time funding of on-going initiatives to create coherence

Metrics/ Actions	Source of Funding
Customize differentiated assistance plans for districts qualifying for year 2 assistance based on needs and context of the district. (Uncertain what the statute will recommend for the LEAs that qualified on 2025 dashboard, but not under new criteria) As indicated by: ● Agendas, data displays and other artifacts of facilitated meetings ● Meeting summaries, self-assessment summaries (e.g. FIA, LEVERS), root cause analysis results, PDSA results, action plans, and data triangulation ● Feedback from District Leadership at meetings between the DA events; adjustment of processes based on feedback ● Replication of processes and/or communication at sites with additional stakeholders ● Evidence of analysis and alignment of plan to district priorities and activities in LCAPs Action Steps: ● 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. ● Work with district teams to re-engage in data and focus areas and analyze implementation progress. Facilitate development of inquiry questions. ● 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. ● Facilitate development and refinement of theory of action and change ideas, and design PDSA cycles and/or implementation action plans. ● Support and monitor active implementation plans including identifying effective practices, defining effective implementation, and establishing enabling contexts. ● Continue to meet with district leadership to integrate other findings and other actions into the overall plan and continuous improvement process. ● Participate in Geo Region and other systems of support networks to develop skills, access resources, and build competency in all areas to support districts. ● 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	Differentiated Assistance Funds including: Certificated and Classified Salaries and Benefits Facility costs for team training In - County Travel Professional learning costs including travel out of county Materials, supplies, and printing for facilitation

Metrics/ Actions	Source of Funding
Provide differentiated support and assistance for all districts who request assistance, including districts too small to qualify. As indicated by: ● Agendas, data displays and other artifacts of facilitated meetings ● Positive Survey/ evaluations from meetings ● Evidence of support and planned improvement in LCAP ● MOUs and work plans outlining scope and sequence of support Action Steps: ● Assess and evaluate needs within each district requesting support. ● Develop and/or refine professional development planning and coaching through specific contracted work with small districts based on identified needs. ● 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. ● Maintain regular communication with all districts, share processes and results from DA inquiries with non-DA districts to demonstrate possibilities. ● Connect districts to statewide and regional opportunities for support through the Statewide System of Support, Tier 1 DA, grants, Communities of Practices.	Sources of Funding: Differentiated Assistance funding and SBCEO General fund

EC Section 52071, 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 2025-2026:

Focus on Students with Disabilities: The **Santa Barbara County Inclusion Network (SBCIN)** continues to serve multiple LEA and school site teams throughout the county as they continue to envision, develop, and build more inclusive, equitable learning environments for students with disabilities. In this year 3 of the SBCIN, support focused on initiating and strengthening implementation of plans. eThree LEAs shared their journey, learning, and reflections with the SBCIN providing powerful insights and learnings to all participants. SBCEO staff engaged in regional efforts to support students with disabilities by co-facilitating the Inclusive Practices COP in the Valley to Coast Collaborative Geo Region (VALCO).

Santa Barbara County LEAs continue to prioritize the development and support of the whole child. Shared needs and interests elevated around the county have focused on Tier 1 instruction, developing and refining a multi-tiered system of support that responds to student need quickly and effectively, and instructional practices that support engagement of all learners, and especially those most vulnerable. SBCEO staff continued support in the implementation of the **2023 CA Mathematics Framework** as well as supporting LEAs in exploring and selecting new mathematics instructional materials. Continued support of mandated **literacy screeners** focused on initial implementation along with refinement of current data review and response systems. SBCEO staff engaged multiple educator audiences in exploring and understanding the **Preschool-Third Grade Progressions** which highlight the value of children's diverse backgrounds and ways of knowing and provide guidance around child development, learning targets, and instruction across the grade spans.

SBCEO continued county-wide communities of practice for **Ethnic Studies** and integrated **Artificial Intelligence (AI)** providing training, experiences, and collaborative forums for teachers and administrators to develop, adjust and respond to the changing educational landscape. An additional community of practice was established to support planning for implementation of the new **Personal Finance** graduation requirement.

With the addition of a Coordinator of Educational Data, SBCEO was able to expand the dynamic data displays provided to each LEA supporting their capacity to integrate Dashboard, CAASPP, and DataQuest data into broader planning efforts, including **Community Schools, Expanded Learning**, and **UPK plans**.

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
Districts and charters continuously integrate all new regulations, requirements, and plans, while maintaining their focus on LCAP goals and priorities. As indicated by: ● Agendas, folders, and drives from network meetings ● Emails, listservs, slides ● Alignment of individual district plans, LCAP plans and all other plans and district tracker	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. Through Curriculum Council, Language Education Network, and Inclusion Network as well as in partnership with SELPA's Special Education Administrators Meetings (SEAM) and SEAM Business Officials - share all new expectations from Budget Trailer Bills and State Board Actions related to LCAP, Dashboard, and Data.

Provide structures and frameworks that help districts attend to program design and quality. As indicated by: ● Agendas, registration and attendance data bases ● Notes and shared electronic folders ● Listserv emails, artifacts and notes from networks, resource folders, and attendance databases from networks	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. Continue other networks, including Communities of Practice in History, Mathematics, Science, Literacy & Language (incl. Reading Risk Screening), and Personal Finance. 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. Initiate an Implementation & Improvement Learning Academy for district and site teams to learn and practice structured, systematic implementation. Content and experiences will align with the development of the new 3-year LCAP Attend state convenings to build capacity for local work. Continue to provide opportunities for Reading and Literacy Grant participation. Convene newest cohort of reading specialists Expand the focus of literacy and language support to include preparation and readiness for exploration and selection of ELA/ELD instructional materials. Incorporate continued support for implementation of the Reading Difficulties Risk Screener. Initiate opportunities for Mathematics Instruction Added Authorization Grant participation. Continue to assist LEAs with integration of all initiatives,including UPK and Expanded Learning, Community Schools, ethnic studies, arts integration, personal finance 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.

Metric	Action
	Provide research, policy, updates, grants, and resources to help districts prioritize needs, tap resources, and implement LCAP goals, actions, and services.
All C&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. As indicated by: ● LCAP district snapshots ● Notes from collaboration meetings ● Syllabi, agendas, and outcomes reflect district goals	LCAP team creates district snapshots. 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. Continue to monitor, discuss and collaborate around district focus and progress at monthly C&I meetings. Cross reference and cross-collaborate initiatives, support and program participation for each district. Compile annual reports of training and program participations by district.

Provide PD offerings and grant opportunities aligned with LEA needs and goals. As indicated by: ● Professional Development/ Professional Learning offerings on SBCEO/C&I Professional Learning (PL) webpage ● Participation in grant opportunities and PL events ● District Engagement Reports ● MOUs and individual work plans ● District LCAP tracking tools ● Evaluations from PL	Consideration and support for ELs, LTELs, and SWDs is explicitly designed into every professional development opportunity. SBCEO Directors of School & 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. 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. 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. Continue grant category for Dual Language and World Languages through Teacher Programs and Support. All current grants require LCAP alignment in justification. Braid, blend, and integrate grants and initiatives for English Language Development (ELD) and Dual Language Immersion (DLI) to amplify coherence and support. Expand the focus on literacy with the continuation of the Reading Difficulties Risk Screener Network. Continue year 3 provision of the RLAA Grant and year 1 of MIAA grant to develop local teachers and support providers' knowledge and capabilities to support structured reading instruction and mathematics teaching and learning. Publish open and customized PD offerings in multiple formats. Use social media listservs and websites to communicate offerings. Partner with local community partners to provide advocacy, support, and services to students and families

Metric	Action
Assist Districts in monitoring impact of actions and services in LCAP. As indicated by: ● Addition of leading, local indicators in LCAP ● Specific changes to actions and services based on the indicators	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. Continue work in year 3 of effectiveness measures, including implementation, fidelity and impact metrics Share indicators, connections to Theory of Action and usefulness in measuring impact at Curriculum Council and other network meetings.

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.

Collaboration

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

Actions	CCEE	CDE	County Superintendents	Geo Leads	SSoS 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, and serves on Executive Committee	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	-	-
C&I Associate Superintendent serves on the state Accountability subcommittee and Rapid Response team. LCAP Director and Associate Superintendent, Administrative 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 training and cross reference with the CDE “Tuesdays at Two” training.	-	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. 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 Innovative 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, 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

2026-27 Estimated Costs by Category for Actions detailed in the plan	**2026-27 Estimated Costs**
Portion of Certificated and Classified Salaries and Benefits (4 Directors of School and District Support, Data Coordinator, Administrative Assistants, part of 4 additional Director FTEs as LCAP advisors, and part of multiple other FTEs for DA support, based on LEA needs	1,875,000
Supplies, Books, Materials	34,650
Services, printing, travel (in and out of county), staff training, data software	137,000
Total Estimated Cost	**2,046,650**