California Department of Education

December 2022

# County Superintendents of Schools Summary of Support

Consistent with *Education Code (EC)* Section 52066(i)(4), the following is the compilation of information provided, as is, to the California Department of Education (CDE) by county superintendents of schools pursuant to subparagraphs (A) and (B) of paragraph 1 of *EC* Section 52066(i). Paragraph 2 of this Section specifies these summary reports to be submitted with its Local Control and Accountability Plan pursuant to subdivision (a) of Section 52070.5. Consistent with paragraph 3 of Section 52066(i), this reporting requirement does not apply to a county superintendent of schools with jurisdiction over a single school district. This document is posted to the CDE Web site to meet the legal requirements of *EC* Section 52066(i)(4).

For more information regarding the content of this material, please contact the Local Agency Systems Support Office by e-mail at LCFF@cde.ca.gov.

## Alameda

The Alameda County Superintendent of Schools collaborates with the California Collaborative of Educational Excellence (CCEE), the CDE, other County Superintendents (California County Superintendents Educational Services Association [CCSESA]), Geographic Lead (GeoLead) Agencies as well as Systems of Support (SOS) Lead Agencies to support school districts and schools within the county implementing Local Control and Accountability Plans (LCAPs) in the following ways:

* Alameda County Superintendent of Schools is Past President in 2022 for CCSESA.
* Alameda County Superintendent of Schools is on the board of the California Collaborative for Education Excellence.
* Associate Superintendent sits on two CCSESA/ Curriculum and Instruction Steering Committee (CISC) committees: Co-chair of the Regional Assessment Network and member of the Accountability Subcommittee.
* Associate Superintendent represents the Community Schools on the Statewide System of Support.
* Associate Superintendent, Chief of Learning Services and Chief of Accountability Services attend CISC meetings.
* The Chief of Accountability Services attends monthly GeoLead meetings for the Bay Area Consortium for Student Success.
* The Research, Assessment & Accountability Partnerships (RAAP) staff attend State and Federal Program Meetings.
* Academic Services Division partners with CCEE on two Alameda districts through Assembly Bill 1840 and CCEE’s Pilot Partnerships Program.

The Alameda County Office of Education Superintendent of Schools supports all districts and schools within Alameda County. Supports have been adjusted to align with the Expanded Learning, A-G, and Universal Transitional Kindergarten, in addition to the LCAP.

* Provide just-in-time training and resources for all state mandated plans.
	+ Example: Chief Academic Officers network meets monthly to learn about latest plan requirements and implementation for Expanded Learning and Universal Transitional Kindergarten.
* Provide professional development on Expanded Learning and Universal Transitional Kindergarten
	+ Example: Region 4 Expanded Learning hosted a series of webinars on completing the ELOP plan and implementing the 9-hour requirement.
* Provide online networks for job-alikes and communities of practice for content experts with a focus on Expanded Learning and Universal Transitional Kindergarten
	+ Example: Core Learning convenes Early Learning leaders to focus on the addition of a new grade - Transitional Kindergarten.

The Alameda County Office of Education Superintendent of Schools support districts identified for technical assistance. Supports have been adjusted to align with the requirements of Senate Bill (SB)130 and the LCAP.

* Support districts with initial data analysis and identification of strengths and weaknesses.
	+ Work with district leaders and their team to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps.
	+ Compile district Dashboard data and analyze data.
	+ Provide targeted professional development on CA Dashboard Analysis.
* Support districts with systems analysis and identification of systems level strengths and weaknesses.
	+ Work with district leaders to review and analyze local data.
	+ Provide district leaders with support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses.
* Support districts with identifying a problem of practice and completing a root cause analysis.
	+ Work with district leaders to identify causes using a variety of tools for continuous improvement.
	+ Introduce the Continuous Improvement Cycle to districts to determine root causes.
	+ Work with district leaders to draft LCAP goals that align to root causes.
* Support districts with a synthesis of findings and action planning.
	+ Work with district leaders to identify root causes and primary and secondary drivers to address identified root causes.
	+ Provide district leaders with tools to identify change ideas and create Actions and Services in their LCAP to address root causes.
	+ Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.
	+ Provide customized support in the area(s) that the district has identified as a need based on root cause analysis.
	+ Survey and meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps through our Continuous Improvement Collective.

## Butte

The Butte County Superintendent of Schools will collaborate with the CCEE, the CDE, CCSESA, Geographic Lead Agencies as well as System of Support (SOS) Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Butte County Superintendent of Schools participates in quarterly CCSESA meetings
* Senior Advisor of District Support attends bi-monthly Region 2 CISC meetings
* The Associate Superintendent and Senior Advisor meet bi-monthly with Curriculum & Instruction (C&I) leaders across the state at CISC meetings
* Executive Director of Human Resources attends monthly Personnel Administrative Services Steering Committee (PASSCo) meetings and Associate Superintendent of SPES attends monthly SPSSC meetings
* Special Education Local Plan Area (SELPA) Director participates in State SELPA meetings
* Executive Director, Fiscal Services and Director of External Services attends Business Administration Steering Committee (BASC) meetings
* Advisor for District Support and Categorical Program Coordinator attend monthly State and Federal Program meeting
* Senior Advisor and Coordinated District Support (CDS) team members attend monthly GeoLead meetings
* Director of Special Projects and SELPA Project Coordinator participate in monthly Open Access Project, Universal Design for Learning (UDL) – Accessible Curriculum for All
* Partners in NorCal Educational Leadership Consortium (ELC) Chico State & CCEE (21CSLA)
* Lead for Comprehensive Literacy State Development Grant (CLSD) – Far North Lit Development Consortium
* Co-Lead with Lake County Office of Education on Learning Acceleration Systems Math Grant
* Co-Lead for S.L.O.W. Leadership: Systems Awareness, Love/Compassion, Open/Inclusive, Whole/Integrated
* CA Multi-Tiered System of Supports (MTSS) Co-Lead with Orange County Department of Education

The Butte County Office of Education Superintendent of Schools will provide supports for all LEAs within Butte County in the following ways:

Professional Learning, Services and Supports

* Provide curriculum framework and adoption toolkit training
* Focus on high quality, inclusive instructional practices
* Provide targeted professional learning opportunities to address identified LEA needs
* Facilitate countywide and regional Social and Emotional Learning Communities of Practice
* Facilitate Attendance Supervisor Training and Certification, technical assistance and attendance systems support
* Facilitate mental wellness professional learning, including suicide prevention
* Facilitate school climate, Positive Behavioral Interventions and Supports (PBIS), and Restorative Practices training and support
* Provide professional learning on MTSS and Universal Design for Learning (UDL)
* Facilitate Homeless/Foster Youth Services Network and support
* Embed continuous improvement processes and activities into county-wide learning networks

Accountability

* Provide LCAP guides, resources, professional development and technical assistance
* Provide LCAP feedback and support through approval process
* Provide technical assistance on Dashboard data including Local Indicators
* Provide support and advisement related to state and federal program requirements - School Plans for Student Achievement (SPSA)
* Comprehensive Support and Improvement (CSI), Targeted Support & Improvement (TSI), etc.
* Provide Every Student Succeeds Act (ESSA) support and technical assistance
* Provide Williams monitoring and support

The Butte County Office of Education Superintendent of Schools will support districts identified for technical assistance by:

* Facilitating data analysis, systems self-assessments and root cause analysis if warranted
* Facilitate development of change ideas
* Offer/provide coaching in the development of and the implementation of an action plan based on results of data analysis
* Support integration of differentiated assistance process with Special Education Accountability requirements, LCAP Goals and Measures of Progress

## Calaveras

The Calaveras County Superintendent of Schools will collaborate with the CDE, other county superintendents (CCSESA), Geographic Lead Agencies as well as System of Support (SOS) Lead Agencies to support school districts and schools within the county implementing LCPs and Continuous Improvement work in the following ways:

* Calaveras County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent meets monthly with Region 6 C&I leaders.
* The Assistant Superintendent meets bi-monthly with C&I leaders across the state at CISC meetings.
* The Calaveras County Superintendent of Schools participates on the Fiscal Crisis and Management Assistance Team (FCMAT) Subcommittee of CCSESA.
* The Assistant Superintendent and Curriculum and Instruction Specialist lead a District Administration Network, which includes districts, private and charter schools.
* The Curriculum and Instruction Director attends State and Federal Program Meetings.
* Calaveras County Office of Education (CCOE) SELPA director participates in the Special Education System of Support (SOS).
* The Assistant Superintendent attends quarterly Statewide System of Support Meetings.

In the continued response to COVID-19, and its constant changing requirements CCOE will provide support for districts as needed to meet the short and long term needs of LEAs within Calaveras County.

Guidance on COVID mandates as applicable to schools:

* Provide tools and resources to support schools.
* Continued Partnership with Public Health to provide LEAs with ongoing and accurate guidance

Independent Study (IS):

* Provide technical assistance and guidance to districts (IS contract development)
* Identify and sharing of best practices

Accountability:

* Provide LCAP guides, resources, professional development and technical assistance
* Provide LCAP support and approval feedback
* Provide CSI Prompts support, feedback and approval for districts receiving CSI funds
* Provide support and advisement related to state and federal program requirements

Professional Development, Services and Supports:

* Provide targeted professional learning opportunities to address LEA needs
* Provide professional development for LEA staff to support the needs of special education students
* Continue to facilitate professional learning on the MTSS and UDL
* Embed continuous improvement processes and activities into development of future professional development
* Facilitate a county-wide District Administrator Network
* Continued facilitation of a California School Leadership Academy (21CSLA) professional development and Social Emotional Learning community of Practice

The Calaveras County Office of Education Superintendent of Schools will support district identified for technical assistance by:

* Implement cross-department differentiated assistance teams to meet individual needs of each LEA, including outside agencies such as West Ed and the San Joaquin County Office of Education.
* Provide continuous improvement process coaching and facilitation
* Support integration of the differentiated assistance process with districts’ LCAP development
* Provide progress monitoring and follow up support through data analysis
* Build district capacity for continuous improvement through ongoing coaching and professional development

## Colusa

The Colusa County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Capital Central Foothill Area Consortium (CCFAC) to support LEAs and schools within the county implementing LCAPs in the following ways:

* Colusa County Superintendent of Schools participates in quarterly CCSESA meetings.
* Deputy Superintendent-Student Services or designee meets bi-monthly with C&I leaders across the state at CISC meetings.
* Deputy Superintendent-Student Services or designee meets monthly with the CCFAC the Geographic Lead Agency Group for the area.
* Deputy Superintendent-Student Services or designee serves as an Advisory Member and meets monthly with the CCFAC Advisory Group.
* Deputy Superintendent-Student Services or designee participates in Professional Learning Networks (PLN) workgroups to meet district and county needs.

SUMMARY

The Colusa County Office of Education Superintendent of Schools will support districts and schools within Colusa County implementing LCAPs. The Superintendent leads the System of Support Team.

STRUCTURE

The Colusa County Office of Education System of Support Team includes representative members from:

* Administrative Services
* Educational Services
* SELPA

SYSTEM OF SUPPORT PURPOSE

The purpose of this support is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and effectively address disparities in opportunities and outcomes including:

Accountability

* Providing LCAP guides, resources, professional development, and technical assistance
* Providing LCAP feedback and support through approval process
* Providing training and support for revised LCAP Template and revised LCAP Federal Addendum
* Providing support and advisement related to state and federal program requirements
* Providing Comprehensive Support and Improvement plan feedback and support
* Providing Special Education services and support for required CDE monitoring.
* Providing Williams Act monitoring and support

Professional Development, Services, and Supports

* Facilitating Attendance Supervisor Training and Certification, technical assistance, and attendance systems support
* Facilitating Homeless/Foster Youth Services Network and support
* Providing mental health support professional learning including suicide prevention training, social emotional learning and any other emerging topics requested by districts according to their needs
* Embedding continuous improvement process and activities into countywide learning networks
* Assist districts in implementing standard and curriculum frameworks

Supports for LEAs Identified for Technical Assistance

* Providing continuous improvement process coaching and facilitation
* Facilitating local and state data analysis, including coordination of data review with external agencies per district request
* Facilitating self-assessment
* Providing progress monitoring and follow up support
* Providing support and service for required Special Education reviews
* Building district capacity for continuous improvement through ongoing coaching and professional development

## Contra Costa

The Contra Costa County Office of Education (CCCOE) will collaborate with the CCEE, CDE, other county superintendents of schools (CCSESA), the Geographic Lead Agencies as well was the Systems of Support Lead Agencies to support LEAs and schools within the county implementing LCAPs in the following ways:

* Contra Costa County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Senior Director of Educational Services participates in the CCSESA CISC.
* The Senior Director of Educational Services, Director of District and School Support and Director of Curriculum and Instruction (and coordinators, as appropriate) participate monthly in the CISC Region IV CILC (Curriculum and Instruction Leadership Council) subcommittee.
* The Senior Director of Educational Services and the Director of Curriculum and Instruction (and other coordinators, as appropriate) participate monthly in the Bay Area Consortium for Student Success (Geo Lead) meetings.
* The Educational Services Team Members attend State and Federal Program meetings.

### All LEAs

The CCCOE supports all LEAs within Contra Costa County by providing:

* Professional development specific to the eight state priority areas
* Professional learning based on the California Standards and Framework
* Multi-Tiered Systems of Support cohort training and assistance
* Instructional materials adoption support
* Math Framework Feedback Forums
* ELRise! (English Learner Roadmap Implementation for Systemic Excellence) Workshops
* Social Emotional Learning support through a community of practice
* Ethnic Studies Workgroup
* Grading for Equity Workshop
* Dual Language and Newcomer Workshop Series
* Curriculum and Instruction, Assessment and Accountability Support
* Individual Support based on LEA Priorities
* Technical assistance for:
	+ Local Control and Accountability Plan
	+ Universal Pre-Kindergarten (UPK) Planning and Support
	+ Title III and English Learner Support
	+ State and Federal Programs Support
* Networks for curriculum leaders and subcommittee content leaders in the following areas:
	+ Arts
	+ Assessment and Data
	+ Educational Technology
	+ English Language Arts/
	English Language Development
	+ Title III/English Learner Network
	+ History/Social Science
	+ Mathematics
	+ Science
	+ Social Emotional Learning

### Districts Identified for Technical Assistance and Additional Support

The CCCOE partners with LEAs identified for technical assistance and additional support to address their student groups and priority areas in focused pathways, building district capacity to support schools and students with a continuous improvement lens.

As a part of differentiated assistance, LEAs are typically required to analyze Dashboard and local data. In the absence of Dashboard indicators for the 2021–22 school year, Section 122 of AB 130 outlines the data elements that are required to be analyzed for differentiated assistance in the 2021–22 school year. For the 2021–22 school year, technical assistance must include an analysis of all of the following:

1. Implementation of the Expanded Learning Opportunities Grant (ELOG) expenditure plan;
2. Student assessment data from the 2020–21 school year;
3. Local indicator data collected from the 2020–21 school year, including school climate surveys, course access data, and teacher assignment information;
4. Data on student engagement, especially for students who lacked access to instruction and had lower levels of engagement during the 2020–21 school year;
5. Data on annual individualized education program (IEP) meetings and assessments for eligibility for special education services during the 2020-21 school year; and
6. Implementation of integrated and designated English language development (ELD) instruction

To meet this data analysis requirement, CCCOE is providing resources such as the customized guidance document for each LEA. CCCOE is following up with individual meetings to capture analysis statements and plan next steps.

In addition, CCCOE partners with LEAs in focused work to address their student groups and priority areas:

* System Planning, guided by State Frameworks
* Multi-Tiered Systems of Support Development
* LCAP Support for Increased and Improved Services
* LCAP Required Goals for specific Student Groups
* Comprehensive Support and Improvement (CSI) Support
* Resolution of Federal Program Monitoring Findings

## El Dorado

The El Dorado County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Participation in CCSESA and its various sub-committees in order to receive and share information around best practices, promising practices and other venues of support being offered by other County Offices of Education. Information will be shared with local districts and programs.
* The Deputy Superintendent, Educational Services and Director of Curriculum Instruction and Accountability meet monthly with Region 3 CI&A leaders.
* Systematically partner with Studer Education, the CDE, CCEE, and other agencies to approach and support locally identified needs and strengths around the concept of identifying educational “bright spots” that provide promising practices for identified districts to evaluate and replicate.
* The Deputy Superintendent, Educational Services, and the Director of Curriculum Instruction and Accountability meet monthly with the CCFAC, the Geographic Lead Agency Group for the area.
* The Deputy Superintendent, Educational Services serves as an Advisory Member and meets monthly with the CCFAC Advisory Group.
* Continue to utilize guides and materials produced through CCSESA along with the System Improvement Leads (SIL) to assist in the facilitation of the DA process.
* The Deputy Superintendent, Educational Services, and Director of Curriculum Instruction and Accountability meet bi-monthly with Curriculum and Instruction leaders across the state at CISC meetings.
* The Deputy Superintendent, Educational Services chairs the CISC Regional Assessment Network Subcommittee.
* The Director of Curriculum Instruction and Accountability attends State and Federal Program Meetings.
* The Director of Curriculum Instruction and Accountability facilitates the regional data huddle and participates in the equity huddle.
* Associate Superintendent Business and Senior Director Business attend BASC Meetings.

The El Dorado County Office of Education Superintendent of Schools will support all districts and schools within El Dorado County by: (List Level 1 Supports)

* Provide an ongoing structure for teacher-influencers from each district to learn about and implement UDL in their classrooms as part of a multi-year initiative working with CAST.
* Offer Improvement Science training to all districts in order to build their capacity to utilize the framework.
* Provide access to the CORE SEL survey for districts along with the Panorama survey system for analytics.
* Utilize content area experts to assist districts in the areas of math and science
* Target professional learning opportunities towards the needs of districts.
* Jointly offer and provide training across three pillars of MTSS utilizing the Ed Services teams.
* Continue the El Dorado Professional Improvement Community and support the on-going discussion around chronic absenteeism, equity and other areas of need.
* Support districts in addressing student learning needs magnified by the pandemic through the use of a variety of ongoing assessments and metrics to assist with the planning and implementation of future LCAPs.
* Provide California Assessment of Student Performance and Progress (CAASPP) Interim Assessment training specific to mathematics.
* Continue to provide access to the CORE Analytic and Rally Dashboard for all districts.
* Provide access to Fonteva Events as a county-wide platform for professional development.
* Provide LCAP guidance and feedback
* Utilize the Supporting Inclusive Practices and System Improvement Leads teams to provide support for LEA inclusion and system work.

The El Dorado County Office of Education Superintendent of Schools will support districts identified for technical assistance by: (List Level 2 Supports)

* Continue to work with districts identified during the 19-20 school year (based on the 2019 Dashboard) to address the requirements of AB130 and additional needs as identified by each district.
* Continue to braid together various accountability processes, (e.g. DA, SEP, WASC, CSI/ATSI/TSI, DisPro, CIM and other CDE Special Education monitoring processes), and create a liaison between teams to provide a single, cohesive process to address the various reviews.

## Fresno

The Office of the Fresno County Superintendent of Schools will support all districts and schools within Fresno County by:

* Supporting LEAs in the development of their LCAP and/or any additional required Annual Review plans through offering professional learning workshops and individual LEAs visits throughout the year.
* Providing the following no cost workshops and network meetings: LCAP and related plan development, State and Federal Programs Network, Leading & Learning Network, English Learner Network, District Technology Leads Network, CSI Collaborative, School Counselors’ Network, Assessment Network, CALPADS Network, and Illuminate Users Group.
* Providing data support, when requested, regarding the Dashboard and Dataquest data.
* Providing up to date communication (via email, our website, shared drives, and meetings) regarding the LCAP and related templates, Local Control Funding Formula (LCFF) requirements, Every Student Succeeds Act (ESSA), the State and Federal Accountability Systems and how they all interrelate as part of a continuous improvement cycle.
* Being available for consultation by phone, email, virtual platforms, and in person.

The Office of the Fresno County Superintendent of Schools will support districts identified for technical assistance by:

* Providing technical assistance through the Differentiated Assistance (DA) Team which is comprised of members from the following departments: Differentiated Assistance, LCAP and Compliance, Accountability, Compliance & Grants, Curriculum and Instruction, Special Education, Student Intervention and Prevention, Pupil Personnel Services, Foster & Homeless Youth Education Services Program, Integrated Data Systems, College and Career and the Deputy Superintendent of Educational Services that includes:
	+ A data deep dive and analysis of the problem
	+ A Root Cause analysis
	+ Designing a Theory of Improvement that will improve services to the student group(s) which provided eligibility for Differentiated Assistance
	+ Testing improvement ideas through PDSA cycles Continual refinement of Theory of Improvement cycling through the steps above
* Offering to connect districts with other districts through a Networked Improvement Community (NIC) in order to work through the problem of practice together at an accelerated rate so that the best possible solutions can be generated for increasing student achievement for the student group that provided eligibility for Differentiated Assistance.

## Glenn

Steps Glenn COE (GCOE) plans to take to collaborate with the California Collaborative for Educational Excellence (CCEE), the California Department of Education (CDE), and other county superintendents of schools (CSSESA), Geographic Lead Agencies, and System of Support (SOS) Lead Agencies to support school districts and schools within the county in implementing the provisions of this article.

* GCOE staff will access opportunities to attend various workshops, and scheduled consultations with CCEE and CDE to inform technical assistance activities to the districts in Glenn County.
* GCOE staff meets on a regular basis with CCSESA, CISC and BASC and Region 2 meetings to learn and collaborate. These vital meetings inform the work of GCOE and best practices. New initiatives and opportunities are shared to benefit the districts in Glenn County.
* GCOE staff meets monthly with the Far North Partnership Geographic/Systems of Support Lead Agencies as part of a regional commitment of collaboration and ongoing development of GCOE staff, growing in capacity in improvement science and for securing resources that will benefit local districts.

GCOE will provide professional development and technical assistance (TA) to districts when requested or required.

* Agendas and other work products from TA will be documented and shared with districts.
	+ Shirley Diaz and designated Ed Services team members to meet with districts as needed or required to provide analysis and review of district strengths and weaknesses and strategies for improvement.
* 100% of formal letters of technical assistance summary to each district will be documented.
	+ Supports include:
		- Professional Development related to academic outcomes
		- Data Review
		- Root Cause Analysis
		- Driver Diagram/Action Steps
		- Fidelity Integrity Assessment
		- Improvement Plan Implementation

## Humboldt

Steps we plan to take to collaborate with the CCEE, the CDE, and other county superintendents of schools (CCSESA) to support school districts and schools within the county in implementing the provisions of this article.

* Humboldt County Superintendent of schools will collaborate with partner agencies and share updates of our local work at CCSESA quarterly and regional Superintendent meetings.
* Assistant Superintendent collaborate with representatives from other county offices, and CCEE to share best practices and approaches to support districts through continuous improvement.
* The Assistant Superintendent will collaborate with our Geographic Lead agency partners to support school districts with the implementation of LCAP/DA priorities and to explore and apply best practices and approaches to disciplined continuous improvement.
* Assistant Superintendent will attend and actively participate in COE CISC meetings with CDE representation.
* The Assistant Superintendent will collaborate with Geographic Lead agency partners and CCSESA Region 1 partners on the development of institutional data utilization and infrastructure best practices.

Facilitate an improvement process with districts eligible for Differentiated Assistance (DA) to provide support in identifying a specific focus area related to student learning needs and performance gaps as reflected on the CA School Dashboard.

Districts who are eligible for or request DA beginning in 2021-2022:

* No new districts were identified this year due to COVID-19
* Identify content experts and resources to provide support to district teams in developing change ideas to address problem of practice.
* Conduct a prior work inquiry to identify related initiatives currently happening in district designed to impact indicator improvement
* Conduct induction meeting with district leadership
* Develop District DA team
* Conduct dashboard, systems, and local data analysis
* Facilitate district-wide root cause analysis with DA team and whole district.
* Develop a synthesis of findings (snapshot) which includes results of the root cause process and ideas for change.
* Develop a Differentiated Assistance Plan (DAP) meeting with district leadership to determine resources needed in order to

## Imperial

The Imperial County Superintendent of Schools (ICOE) will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Imperial County Superintendent of Schools participates in quarterly CCSESA meetings.
* Deputy Superintendent and upper level ICOE Management will meet regularly with regional leaders.
* Deputy Superintendent, and identified Senior Directors and Administrators will meet regularly at CISC meetings.
* ICOE’s SELPA Director will serve as SELPA Content Lead for Students with Disabilities-English Learners.
* ICOE’s Senior Director- Curriculum will participate in regional and statewide meetings related to MTSS, Differentiated Assistance, and Continuous improvement.
* ICOE Administrator of Student Services participates in State and Federal Program Meetings, as well as supports the goals and efforts of the CA Systems of Support.
* ICOE Senior Director of Curriculum attends state-wide Regional Assessment Network (RAN) meetings throughout the year.
* The Deputy Superintendent- Student Services attends quarterly Statewide System of Support Meetings.
* ICOE Improvement Science Team attends regional meetings/trainings related to continuous improvement.

The Imperial County Office of Education will support all districts and schools within Imperial County by providing Level 1 Supports such as:

* Bringing district teams together for shared learning in order to:
	+ Understand student group performance gaps
	+ Examine processes to identify underlying causes
* Embedding continuous improvement processes into all learning networks such as:
	+ Superintendent Meetings
	+ SEL/Equity Community of Practice
	+ PE Network
	+ Curriculum Network Meetings
	+ Projects Network Meetings
	+ College and Career Indicator (CCI) Network Meetings
* Providing curriculum framework and standards-based training in all content areas including English Language Development along with Social Emotional Learning.
* Targeting professional learning opportunities towards the specific needs of districts.
* Identifying evidenced-based and promising practices as related to the Dashboard Indicators and local assessments.
* Providing support around SEL and Equity as related to the current circumstances after dealing with the COVID-19 pandemic.
* Providing training around disaggregated student achievement data and subsequent training on how to utilize such data to improve system outcomes.

The Imperial County Office of Education will support all districts and schools within Imperial County by providing Level 2 Supports such as:

* Supporting districts in Year One of Differentiated Assistance with a minimum of 4 sessions of training and support in that includes:
	+ Comprehensive Needs Assessment
	+ District-Wide System Analysis
	+ Root-Cause Analysis
	+ Synthesis of Findings
* Supporting districts in Year Two of Differentiated Assistance with a minimum of 4 sessions of training and support in that includes:
	+ Identification of aim statements and creation of driver diagrams that are connected to the district's identified Problem of Practice.
	+ Creation of a local action plan for implementation of Plan Do Study Act (PDSA) cycles within identified school districts.
* Providing coaching support to help local school districts implement their action plans.
* Providing support to individual schools who become identified as CSI schools.
* Providing support to individual schools who become identified as ATSI schools.
* Create liaisons between the departments within the Student Services division to ensure services are provided that allow for customized and specific support, a narrowed focus, and district access to content specific improvement specialists (i.e. working collaboratively between SELPA and Differentiated Assistance Team to find commonalities and provide streamlined support).

## Inyo

The Inyo County Office of Education will collaborate with the CCEE, CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* COE team will participate in web-conferencing trainings offered by CCEE that pertain to assisting medium to small districts in LCAP development, data analysis and instruction.
* COE team will participate in web-conferencing trainings offered by CDE pertaining to the LCAP, Budget Overview for Parents and Federal Programs.
* Assistant Superintendent co-chairs the CISC Health Subcommittee.
* The Assistant Superintendent attends most CISC meetings.
* Inyo County Superintendent of Schools participates in quarterly CCSESA meetings.
* SELPA Director attends most State SELPA meetings.
* At least one member of the COE team participates in the virtual MidState Advisory Council meetings and DA cohort meetings.
* In lieu of State and Federal Program meetings, Assistant Superintendent virtually attends monthly Project and English Learner Director meetings and collaborates with Region 10 colleagues for support.

The Inyo County Office of Education will support all districts and schools within Inyo County through the following Level 1 Supports:

* Provide districts with “just in time” support with planning and fiscal accounting for state initiatives: Universal PreKindergarten, Expanded Learning Opportunity Program, California Community Schools Partnership Program (if districts are apply and are awarded)
* Support/provide technical assistance with SPSA, LCAP, Annual Update and updates to the LCAP Federal Addendum including draft feedback and review
* Email notifications and monthly newsletter (one for administrator and one for all educators) with important events/deadlines/program updates
* Update district superintendents via the Superintendent Council on relevant and timely information, including but not limited to state and federal programs, continuous improvement, innovative instruction
* Professional Learning and Leadership Development for teachers and administrators:
	+ Universal Design for Learning
	+ MTSS
	+ Technology integration support and instructional coaching for teachers, as requested
	+ Curriculum frameworks (focus area: Math)
	+ California standards implementation support (focus area: TK)
	+ Side by side data analysis, as requested
* Assessment support and results analysis (English, Science, Math, ELPAC)
* New teacher and administrator coaching, mentoring, and support (Induction)
* Provide prevention services including:
	+ Administration and data analysis of the California Healthy Kids Survey (grades 5, 7, 9 & 11)
	+ Tobacco-Use and Prevention Education activities
	+ Comprehensive Sexual Health & HIV/AIDS Instruction support
* Annual on-site consultation with school and district leadership

The Inyo County Office of Education will support districts identified for technical assistance through Level 2 supports:

* Utilize a continuous improvement model based on Improvement Science for DA to provide custom support for plan alignment in support of DA goals (WASC, SPSA and LCAP) and facilitate long term planning process based on current local data using Improvement Science protocols.
* Upon eligibility, assist districts in providing school level technical assistance under ESSA for CSI, TSI and ATSI using a continuous improvement model.

## Kern

The Kern County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* The Kern County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Kern County Superintendent of Schools participates in monthly CCSESA board meetings.
* The Kern County Superintendent of Schools participates in Statewide System of Support meetings.
* The Kern County Superintendent of Schools Associate Superintendent and Deputy Superintendent of Instruction attend Lead Agencies System of Support meetings.
* The Deputy Superintendent of Instruction, Administrator Continuous Improvement Support met monthly with Region 8 C&I leaders.
* The Deputy Superintendent of Instruction, Administrator Continuous Improvement Support, and Administrator Professional Learning and Student Support meet bi-monthly with C&I leaders across the state at CISC meetings.
* The Deputy Superintendent of Instruction is a member of the CISC Accountability Subcommittee.
* The Director of Continuous Improvement and Support, and/or a Management Analyst, attend State and Federal Program Meetings.
* The Associate Superintendent, the Deputy Superintendent of Instruction, the Administrator Continuous Improvement Support, and Administrator Professional Learning and Student Support attend monthly GEO meetings.
* The Deputy Superintendent facilitates monthly Geographic Lead Meetings.

The Kern County Office of Education Superintendent of Schools will support all districts and schools within Kern County for Level 1 supports by:

* Providing a Continuous Improvement Process and tools to districts and schools.
* Providing relevant and district-requested professional learning.
* Creating topic and/or job alike networks for collaboration and learning.
* Sharing innovative and impactful practices across the county and state.
* Providing resources and information from the state and federal agencies.
* Providing connections to resources locally and statewide.
* Embedding continuous improvement process into all learning networks (Superintendent, Asst. Superintendent, Principal Learning Network, Coaches, etc.…)

The Kern County Superintendent of Schools office will support districts identified for technical assistance with Level 2 support beginning with a collaborative data analysis resulting in the identification of the LEAs strengths and areas of growth. This collaboration between the COE and the LEA will result in a targeted approach to the following supports designed for districts:

* Providing a Continuous Improvement Process and tools to districts and schools.
* Providing relevant and district-requested professional learning.
* Creating topic and/or job alike networks for collaboration and learning.
* Sharing innovative and impactful practices across the county and state.
* Providing resources and information from the state and federal agencies.
* Providing connections to resources locally and statewide.

## Kings

The Kings County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead (Geo Leads) Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Kings County Superintendent of Schools participates in meetings required to support districts’ continuous improvement process.
* Assistant Superintendent of Educational Services participates in all meetings required to support districts’ continuous improvement process and is part of the LCAP team.
* Director of Leadership Services and Director of Student Services participate in monthly Geographic Lead Meetings and are part of the LCAP team.
* Coordinator of State and Federal Programs attends statewide meetings. Also participates in the Continuous Improvement, LCAP/Fiscal Advisory subcommittees, and is part of the LCAP team.
* The Differentiated Assistance Team participates in collaborative meetings.

The Kings County Office of Education Superintendent of Schools will support all districts and schools within Kings County by providing the following Level 1 Supports:

* Curriculum framework training
* Accountability Updates
* Leadership Network
* WASC participation and writing support
* Technical Assistance for Content Areas, State/Federal programs, LCAP, and SPSA
* Curriculum updates and professional development
* Coordinating services for Foster Youth and students experiencing homelessness
* Charter school support
* College and Career Readiness resources and support
* Tobacco Use Prevention Education program support
* Data and Assessment resources and support
* Transforming School Culture
* In-class educator coaching
* Professional Learning Community (PLC) support and training
* Literacy Across all content areas
* Computer Science for educators
* Social Emotional Learning training
* Stories with Style - Storytelling through Hip Hop
* Culturally Responsive Teaching training
* Positive Discipline in the Classroom
* Trauma Informed Teaching training
* EL RISE! Offerings
* English Learner (EL) updates and professional development

The Kings County Office of Education Superintendent of Schools will support districts identified for technical assistance by proving the following Level 2 Supports:

* DA support
* Meet with district teams for shared learning to understand gaps and underlying causes
* Create action plan for implementation of PDSA cycles
* Provide support to help district implement and give feedback on the action plan
* Support during a year-long process from dashboard to dashboard
* Support districts and school sites in CSI and ATSI
* Provide districts with targeted content area support
* MTSS implementation and training
* Building Relationships with Disengaged Youth
* Supporting Special Education
* Federal Progress Monitoring (FPM) support

## Lake

The Lake County Office of Education (LCOE) works with all Lake County districts and their schools to implement plans which will improve student academic achievement and student social/emotional health. LCOE works with each district to improve indicators on the State Dashboard for all State Board of Education priorities.

The LCOE Superintendent of Schools will support the continuous improvement of all school districts within the county (including through collaboration with the CCEE, the department, the lead agencies and other county superintendents of schools) by:

* Providing on-going professional development on standards-implementation, student engagement and trauma-informed practices
* Providing support on data-analysis protocols
* Training district and school staff on Learning Acceleration tools and protocols
* Providing up-to-date information on California Department of Education guidance
* Providing support for Permit Teachers and a local option for completion of teaching credentials in Multiple Subjects and as an Education Specialist (Mild/Mod)

The Lake COE Superintendent of Schools will support districts identified for technical assistance to improve pupil outcomes by:

* Providing on-going professional development on the above topics and additional topics identified during school and district data analysis
* Providing professional development for administrators
* Working with authors of the CSI Plan and LCAP to ensure adherence to plan objectives, support of stakeholders and timely completion

## Lassen

The Lassen County Superintendent of Schools will collaborate with the CCEE, the CDE, and other County Superintendents of Schools (CCSESA), Geographic Lead Agencies, and SOS Lead Agencies to support districts within Lassen County in implementing the provisions of Ed Code § 52066 in the following ways:

* Superintendent of Schools and Assistant Superintendent of Ed Services & LCAP participate in quarterly CCSESA meetings
* The Assistant Superintendent of Ed Services & LCAP meets monthly with Region 2 Curriculum and Instruction Leaders
* LCOE meets monthly with other G EO Leads and quarterly with the Statewide System of Support group
* The Assistant Superintendent of Ed Services & LCAP attends bi-monthly Curriculum and Instruction Steering Committee meetings
* The Assistant Superintendent of Ed Services & LCAP attends monthly CCEE Professional Learning Facilitator meetings
* The Assistant Superintendent of Ed Services & LCAP and District Support Coordinator attend State and Federal Program meetings
* The Assistant Superintendent of Ed Services: Human Resources attends PASSCo
* The Assistant Superintendent of Special Education participates in State Disproportionality Workgroup
* The Assistant Superintendent of Special Education participates in State SELPA System of Support Committee
* The Assistant Superintendent of Special Education participates in State SELPA meetings
* The Director of Business Services attends BASC meetings

Lassen County Office of Education shall utilize the cycle 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 who volunteer for assistance.

* Support districts with initial data analysis and identification of strengths and weaknesses
	+ Work with district leaders to review current year Dashboard and local data to determine greatest progress, greatest needs and performance gaps.
	+ Provide professional development on CA Dashboard analysis
* Support districts with systems analysis and identification of systems-level strengths and weaknesses
	+ Work with district leaders to review and analyze local data
	+ Provide district leaders with support on conducting F IA and portions of LEA self-assessment, as appropriate, to identify systems-level strengths and weaknesses
* Support districts with identifying a problem of practice and completing a root cause analysis
	+ Work with district leaders to identify causes using Improvement Science tools (i.e., Fishbone diagram, The 5 Whys Protocol, etc.)
	+ Introduce Continuous Improvement Cycle to districts to determine root causes
	+ Work with district leaders to design goals that align to root causes
* Support districts with a synthesis of findings and action planning
	+ Work with district leaders to identify AIM statements, and primary/secondary drivers to address identified root cause
	+ Provide district leaders with tools to identify change ideas and create actions and services to address root causes
	+ Provide district leadership with professional development on reframing the discussions that lead to decisions on the Increased or Improved Services for Unduplicated Pupils
	+ Provide customized support in the areas that the district has identified as a need based on root cause analysis (support scheduled based on district need, staff with expertise and availability)
	+ Survey and meet with district DA teams to share successes/challenges with implementation, data review and next steps

## Los Angeles

The Los Angeles County Superintendent of Schools and will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Los Angeles County Office of Education (LACOE) Superintendent participates in quarterly CCSESA meetings.
* The Chief Academic Officer (CAO), Directors of Curriculum & Instruction (CIS), Accountability, Support & Monitoring (ASM), and Special Education meet monthly with CCSESA subcommittees. ASM & CIS staff sit on multiple CISC Subcommittees and serve as Chair to the Accountability & History/SS Subcommittees
* The CAO, Educational Services Directors and key staff meet bi-monthly with County Office leaders across the state at CISC meetings and Educational Services staff serve on each CISC Subcommittee
* LACOE serves as Lead Agency for the 21st California School Leadership Academy (CSLA) grant program, Foster Youth Services Technical Assistance Program, Homeless Education Technical Assistance Center, Expanded Learning Technical Assistance Center and the Comprehensive State Literacy Development (CSLD) Grant; Subgrantee for Educator Workforce Investment Grants (EWIG)
* The CAO, Directors of Curriculum & Instruction (CIS), Accountability, Support & Monitoring (ASM), Student Support Services (SSS), Special Projects and Special Education meet monthly with Geographic Lead agencies

The LACOE will support all districts and schools within the county in the following areas:

* Supports for Improving Student Outcomes and Supporting the Whole-Child
	+ Resources to assist LEAs in developing plans to respond to identified needs in relation to the 8 state priorities
	+ Strategies and resources to create welcoming and engaging school climates and address barriers to attendance
	+ Strategies to integrate social-emotional learning into the instructional program for all students
	+ Build Communities of Practice to provide resources and facilitate collaboration amongst LEAs
	+ Resources for school operations aligned to State and County health protocols
* Accountability
	+ Technical assistance in the development of the LCAP and CSI plans
	+ Federal and State Program Compliance (e.g., Williams Act, ESSA/Title Programs, Migrant Education)
	+ Navigating and utilizing state & local data for reflection, planning and effective decision-making
* Professional Development, Services and Supports
	+ Services and supports to address the unique needs of special populations
	+ MTSS and UDL frameworks
	+ Providing professional learning and resources for culturally- and trauma-responsive instruction, behavioral health supports, and suicide prevention
	+ Professional learning to support all content areas; English Language Arts, Math, Science, History-Social Science, English Language Development, Visual and Performing Arts, Physical Education, Comprehensive Health, Nutrition, Equity, AVID, College and Career Readiness, Environmental Literacy, Distant and Online Learning, Inclusive Literacy, Assessment, Leadership Development, Career Tech. Education, and Special Education.
	+ Level-Alike professional networks and meetings

LACOE will support districts identified for Differentiated Assistance by:

* Building district capacity for continuous improvement with an equity lens through ongoing coaching, technical assistance and professional development opportunities
* Providing guided support in navigating and utilizing data for planning and decision-making
* Targeting professional learning opportunities towards needs of districts; identifying promising practices
* Supporting integration of differentiated assistance processes within LCAPs and other improvement plans (i.e., ESSA)
* Continuing the coordination and building cross-divisional system of support team to assist LEAs

## Madera

*EC* 52071 (b) states that the county superintendent of schools shall provide one or more of the following forms of technical assistance to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups listed on its Dashboard OR if the district fails to have their LCAP approved by the county superintendent of schools.

Those forms of technical assistance are:

1. Identification of the school district's strengths and weaknesses regarding the state priorities described in subdivision (d) of Section 52060, communicated in writing to the school district. This identification shall include a review of effective, evidenced-based programs that apply to the district's goals.

2. Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The county superintendent of school may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.

3. Request that the CCEE provide advice and assistance to the school district.

Madera County Superintendent of Schools (MCSOS) provides Level 2 support for districts identified for technical assistance and who meet the LEA Criteria for Differentiated Assistance. This individually designed Differentiated Assistance is determined by performance on the Dashboard, to include facilitation of the identification of the LEA's strengths and challenges. This process will utilize a continuous improvement model to address specific performance issues and a proven model to address identified performance gaps among student groups. Funding for these services provided to Madera County LEAs is provided to MCSOS via the LCFF DA set aside for State Aid, pursuant to *EC* 2575.2 (Differentiated Assistance). The following information outlines the process used once LEAs are identified for Differentiated Assistance, following the CA Dashboard release.

**Convene all identified LEAs for an orientation to the Differentiated Assistance process**.

Key elements of this meeting include:

* Provide the methodology used to identify districts for DA.
* Review protocols contained within Improvement Science that will be used by MCSOS while providing the TA to our districts.
* Review a timeline of activities.
* Begin data review with districts. At the end of this meeting, to which we encourage the districts to bring their leadership teams, we allow districts to start looking over their data to begin to identify a problem of practice that might be leading to the results they have gotten on their California Dashboards.
* Identify high points and "challenges" with their data and begin to identify local data they may want to look at and share with the MCSOS team once they meet again.

The following information outlines the work the MCSOS point of contact and LEA DA teams conduct together:

Initial Site Meeting:

* LEA develops an inclusive DA leadership team prior to this meeting.
* Collaboratively review LEA Dashboard and local data to develop strengths & challenges consensus.
* LEA establishes areas of focus and assigns a formal point of contact.

Data Analysis Work (2-3 meetings):

* Introduce Improvement Science process to LEA.
* MCSOS Point of Contact (POC) and LEA team analyze data and establish initial Problem of Practice - AIM or Goal statement.
* Begin Root Cause Analysis phase using Brainstorm & Cluster processor Fishbone (cause and effect) diagrams.
* Ensure district capacity building for the data analysis work.

Root Cause Analysis (3-4 meetings):

* Complete Brainstorm & Clusteror Fishbone diagram process.
* Conduct empathy interviews and engage 5-Whys protocols to establish actionable items.
* Use a Driver Diagram to modifier develop plans specific to root cause analysis process.
* Ensure district capacity building for the root cause analysis work.

Review Effectiveness (2-3 meetings):

* Execute elements of the LEA plan into new school year.
* Support LEA through PDSA cycle. Plan - Do - Study - Act.
* Evaluate and monitor goal progress.
* MCSOS and LEA teams to conduct assessment of DA process.
* Ensure district capacity building for the PDSA cycle.

In those instances when MCSOS is unable to provide specific support needed by the LEA, we partner with other Region 7 COEs and those within the Mid-State Collaborative. CCEE is also available with specialized leads in the areas of MTSS, Community Engagement, SELPA, etc. when that support is not available from MCSOS, MSC or another COE. Although we have not had to reach out to CCEE at this time, we have been a part of the work that OCDE and BCOE are doing with the implementation of MTSS.

All work provided to districts identified for Differentiated Assistance is provided at no cost. CDE funds all County Offices for this work via the LCFF DA set aside for State Aid, pursuant to *EC* 2575.2 (Differentiated Assistance). If a district wishes to do this work proactively or have other support not specified in the *Education Code* Sections herein, the district will be responsible for the cost of that work.

## Marin

The Marin County Superintendent of Schools will collaborate with the CCEE, the CDE, CCSESA, Geographic (GEO) Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Superintendent of Schools participates in quarterly CCSESA meetings
* Director and Systems of Support Business Office Liaison participates in monthly BASC subcommittee meetings
* Assistant Superintendent participates in monthly BASC meetings and serves as a participating member of the Common Message and Local Control and Accountability Plan subcommittees
* Director of Education Services participates as member of CISC
* Director of Education Services participates as member of the LCAP template revision committee
* Director of Education Services participates in the GEO Lead meeting quarterly
* The leads for Differentiated Assistance and LCAP participates in scheduled GEO Lead meetings
* Directors of Education and Business Services attend State and Federal Program Meetings
* Education Services staff attend monthly Region 4 Curriculum and Instruction lead meetings.
* Director of Education Services attends and actively participates in the COE CISC. Information, resources, and processes developed by or distributed from these groups are shared with local LEAs.
* Director of Education Services attends regular State and Federal program meetings.
1. The Marin County Office of Education (MCOE) Superintendent of Schools will support all districts and schools within Marin County:
	* With opportunities for support and continuous improvement for educators, students, and communities utilizing an equity lens as the means for our work.
		+ This work includes:
			1. Ongoing high-quality professional development in the areas of academics, language intervention, social-emotional well-being, health and wellness, and behavior as well as parent and family engagement and facilitation of professional networks with district leadership.
			2. Robust support through the AB 1200 review process.
			3. Other technical support to include, but not limited to, those activities that assist our districts with the education of their students.
2. In support of this work, the Marin County Office of Education multidisciplinary System of Support Team continues to actively collaborate and engage in consultation as appropriate with the CCEE, the CDE, CCSESA, Geographic (GEO) Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs. Please refer to the Collaboration Summary in this plan for an overview of the action steps associated with these collaborations.
3. The Marin County Office of Education Superintendent of Schools will support districts identified for technical assistance by:
	* Providing Differentiated Assistance focused on policies, programs, and practices for improved student outcomes on the California School Dashboard and other local measures for the eligible student groups using a Science of Improvement model for intervention. In the form of individually designed assistance, we will maintain a collaborative approach with our identified districts to maintain the highest level of teamwork and efficiency.

## Mendocino

The Mendocino County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), and Geographic Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Participate in CCSESA meetings
* Participate in CISC meetings
* Attend State and Federal meetings
* Participate in Community of Practice and or Professional Learning Network meetings, BCN, and content/curriculum networks.
* Meet regularly with Geographic Lead group to share resources Attend trainings, webinars, and workshops to provide current information to the districts

The Mendocino County Office of Education Superintendent of Schools will support all districts and schools within Mendocino County by:

* Providing guidance for LCAP development, approval, and implementation
* Bringing district teams together in Professional Learning Networks
* Embedding continuous improvement strategies at all levels
* Providing professional learning in standards-based curriculum, curriculum adoption, curriculum implementation, instructional development, and assessment
* Providing coaching and support for administrators and teachers
* Providing CAASPP supports including interim assessment training, performance task development and scoring
* Assisting with College and Career Readiness indicators, including Graduation Rate
* Developing systems related to culture and climate, including suspension and chronic absenteeism, classroom organization and management, processes and practices
* Supporting indicators related to Dashboard Alternative School Status (DASS)

The Mendocino County Office of Education Superintendent of Schools will support districts identified for technical assistance by:

* Providing guidance during the Differentiated Assistance Process to analyze Dashboard data, identify strengths, weaknesses, and areas that require improvement related to the LCFF state priorities.
* Providing Dashboard analysis and reviewing data and performance on state indicators
* Facilitating discussion of data findings
* Providing systems analysis
* Reviewing effective practices that support goals and continuous improvement
* Identification of root cause and contributing factors to strengths and weaknesses
* Support creation of Action Plans for implementation of PDSA cycles
* Reference effective evidence-based programs aligned to goals

## Merced

The Merced County Superintendent of Schools will collaborate with the CCEE, the CDE and other county superintendents (CCSESA) to support school districts and schools within the county implementing LCAPs in the following ways:

* Merced County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent, C&I, and Director, Continuous Improvement and Support, meet monthly with Region 7 C&I leaders.
* The Assistant Superintendent, C&I, and Director, Continuous Improvement meet bi-monthly with C&I leaders across the state at CISC meetings.
* The Assistant Superintendent, Ed Services, is a member of the CISC Assessment and Accountability Subcommittee.
* The Assistant Superintendent, C&I, serves as a CCEE Content Library Review Team Lead.
* The Director, Continuous Improvement, and/or Coordinator, Assessment and Accountability, attend State and Federal Program Meetings.

The Merced County Office of Education (MCOE) Superintendent of Schools will support all districts and schools within Merced County by:

* Bringing district teams together for shared learning to understand gaps and underlying causes.
* Embedding continuous improvement process into all learning networks, that include Superintendents, Assistant Superintendents, Principals, Coaches, etc.
* Providing curriculum framework training for all content areas.
* Curriculum Learning Network- district teams are invited to come to five learning sessions that focus on Curriculum, Instruction and Assessment, as they apply to Program, Process, and Policy.
* Categorical/English Learner Network- district teams are invited to come to five learning sessions that focus on State & Federal Programs, Processes, and Policies as they apply to Curriculum, Instruction, and Assessment.
* Targeting professional learning opportunities towards the needs of districts, in helping them identify promising practices.
* Offering Differentiated Assistance learning cycle to all school districts.
* Clustering districts by size because of resources and needs.
* Facilitating small district professional learning networks through our CO-OP Agreement.
* Identifying and assigning appropriate personnel for Level 1 technical assistance/support.

The MCOE Superintendent of Schools will support districts identified for technical assistance by:

* Supporting districts with at least ten full days of support in a cohort or site-based model.
	+ Five days for doing an Improvement Science Cycle- Dashboard Analysis, Local Measures Analysis, LEA-Self Assessment, Root Cause Analysis, and AIM Statement/Driver Diagram.
	+ Five days of individualized support through an identified Problem of Practice (POP) run through a PDSA cycle.
* Assisting districts with their action plan (LCAP) for the implementation of PDSA cycles based on understanding their system.
* Providing coaching support to help the district monitor and evaluate their action plan (LCAP).
* Providing support during a year-long process from dashboard to dashboard facilitated by the Continuous Improvement Program Team.
* Helping create liaisons between departments and programs that provide specific support services, in addition to providing content specialists expertise.
* Providing districts with Improvement Science learning opportunities internally through MCOE and/or externally supported through the Carnegie Foundation.

## Modoc

The Modoc County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Modoc County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Deputy Superintendent, and C&I Team meet monthly with Region 2 leaders.
* The Deputy Superintendent meets bi-monthly with C&I leaders across the state at CISC meetings.
* The Deputy Superintendent, attends the CISC Assessment and Accountability Subcommittee.
* The Deputy Superintendent and/or Continuous Improvement Team attend State and Federal Program Meetings.
* Our Superintendent, and Deputy Superintendent participate in the Far North Partnership funded through CCEE. This partnership allows for collaboration and learn from best practices.

The Modoc County Office of Education Superintendent of Schools will support all districts and schools within Modoc County by: (List Level 1 Supports)

**Accountability**

* Providing UPK Planning and Plan assistance, feedback and support.
* Providing LCAP guides, resources, professional development and technical assistance.
* Providing LCAP feedback and support through the approval process.
* Providing training and support for revised LCAP Template and LCAP Federal Addendum.
* Providing support and advice related to state and federal program requirements.
* Providing Every Student Succeeds Act (ESSA) support and technical assistance.

**Professional Development, Services and Supports**

* Bring district teams together for shared learning to understand gaps and underlying causes.
* Embed continuous improvement process into all learning networks (Superintendent, Administrators, Coaches, etc…)
* Provide curriculum framework training and adoption.
* Instructional Leadership Symposium Forum -district teams are invited to come to three sessions to lead and support districts utilizing COE’s CI team
* Target professional learning opportunities towards the needs of districts. Identifying promising practices.
* Offer Differentiated Assistance learning cycle for districts (upon request).
* Assign coach for Level 1 support
* Provide training support in the implementation of the data dashboard.
* Facilitating professional learning on the MTSS and UDL, Social Emotional Learning (SEL), Trauma Informed Practices (TIC), PBIS frameworks.
* Provide training support in the implementation for inclusion.
* Facilitating Homeless/Foster Youth Services and providing support.
* Providing mental health support professional learning including suicide prevention training.
* Embedding continuous improvement processes and activities into countywide learning networks.

The Modoc County Office of Education Superintendent of Schools will support districts identified for technical assistance by: (List Level 2 Supports)

* Provide coaching support to help the district implement and give feedback on the action plan.
* Support during a year-long process from dashboard to dashboard.
* Create liaisons between support services departments and other departments that provide services to provide specific support, narrowed focus, content specific improvement specialists.
* Implementing a cross-departmental differentiated assistance team (SELPA, Curriculum and Instruction Support Services).
* Providing continuous improvement process coaching and facilitation.
* Facilitating local data analysis.
* Facilitating LEA Self-Assessment, root cause analysis for 1-2 focus areas, and development of change ideas.
* Create an action plan for implementation of PDSA cycles.
* Supporting problem of practice and implementation of change ideas with content specific coaching support.
* Supporting integration of differentiated assistance processes with LCAP Goals and Measures of Progress.
* Supporting strategic planning and scaling of efforts.
* Providing an action plan and summary report.
* Providing progress monitoring and follow up support.
* Building district capacity for continuous improvement through ongoing coaching and professional development.

## Mono

Activities to provide support to our two school districts:

* Mono County Office of Education (MCOE) Superintendent holds weekly meetings with the District Superintendents
* MCOE Superintendent provided information to the District Superintendents regarding updates/changes to state laws, regulations, grant/funding opportunities, COVID regulations
* MCOE provides ongoing information and access to multiple trainings as related to technology, distance learning and networking
* MCOE provides facilitations and training for grade level meetings for Eastern Sierra Unified School District
* MCOE provides LCAP training to both districts throughout the year
* MCOE implements/facilitates student events such as Science Fair, Mock Trial, Spelling Bee and Math Counts
* MCOE provides training on all state assessments
* MCOE implements the Social Emotional Learning Community of Practice for district representatives
* MCOE provides SEL professional development training in SEL strategies
* MCOE provides ongoing Equity training across the county
* MCOE provides substitute recruitment events and support for interested applicants to complete all substitute teaching requirements
* MCOE supports continued training and networking opportunities for Mammoth Unified School District dual immersion teachers
* MCOE provides training and professional development in Arts Integration through the Create Eastern Sierra Spring Arts Institute
* MCOE provides monthly teacher/staff virtual “spa nights” to help support school and library staff members health and wellness
* MCOE facilitates the monthly Student Attendance Review Board (SARB) meetings
* MCOE’s Special Education department holds monthly professional development meetings for all Special Education staff in the county

At this time, the Mono County Office of Education will continue to provide Tier I services to our districts, as neither district qualifies for Differentiated Assistance. Should either district (or both) receive designation of need for targeted assistance, the MCOE will reach out to CCEE, as well as our Geographic Lead (Tulare County Office of Education) for assistance in supporting the district if needed.

## Monterey

The Monterey County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts within the county implementing Level 2 supports and LCAPs.

* Monterey County Superintendent of Schools participates in quarterly CCSESA meetings.
* Monterey County Superintendent of Schools and the Assistant Superintendent of Educational Services (ES) meet monthly with CCEE to coordinate high need Level 2 Supports for identified LEAs.
* The Assistant Superintendent of ES meets bi-monthly with C&I leaders across the state at CISC meetings.
* The Superintendent and Assistant Superintendent meet bi-monthly with the CCEE to assess and support capacity building in the Systemic Instructional Review (SIR) Process.
* The Assistant Superintendent of ES meets bi-monthly for CISC executive meetings.
* The Assistant Superintendent and Senior Director of ES meet monthly with GEO Leads either virtually, or in-person for Mid-State Collaborative.
* The Assistant Superintendent of ES serves as Region V lead for CISC and meets quarterly with Region V partners.
* The Director of Data, Research, and Partnerships attends bimonthly RAN meetings to coordinate and communicate state accountability measures.
* The Senior Director of ES attends statewide LCAP sessions.
* The Senior Director and Director of Compliance attend State and Federal Program Directors Meetings.
* ES administrators participate in CCSESA curricular subcommittees and communities of practice aligned to their area or support (i.e. ELA/ELD, math, NGSS, educational technology, etc.)

The Monterey County Office of Education (MCOE) supports all districts and schools by providing the following Level 1 supports:

* Professional learning and instructional services
* Distance learning and blended learning models
* Support for the implementation of the California Content Standards
* Personalized LCAP resources and supports
* MTSS
* UDL supports
* College and career readiness pathways support models
* PLN to support continuous improvement
* Continuous job-alike network meetings
* Induction and credentialing for teachers and administrators
* Assessment, accountability, and data supports
* Teacher pipeline development
* Support/Assistance for LCFF/LCAP
* Support/Assistance with LCAP Federal Addendum
* Support/Assistance with LCAP Template and updates
* Support/Assistance with Federal Title Program requirements

The Monterey County Superintendent of Schools will support districts identified for technical assistance through facilitation of individually designed Differentiated Assistance supports to address identified performance issues and disparities among student groups. This support model includes liaisons between MCOE departments and district teams to provide specific support, a narrowed focus for improvement, and content specific improvement specialists.

* Embedded technical assistance within existing networks
* Building internal capacity through collaboration and local decision making
* Alignment of LCAP priorities, actions, and services to improve student outcomes
* Facilitation of improvement science resources, tools, and supports to create action
* Collaborative inquiry sessions aligned to local needs
* Customized coaching supports to support co-learning and reflective inquiry
* Review of state priorities and local data to understand LEA’s strengths and opportunities
* Facilitation of LEA Self-Assessment Process
* Root Cause Analysis of system outcome(s)
* Data, research, analysis and theory development
* Resources/experts to share promising practices

## Napa

The Napa COE will collaborate with the CCEE, the California Department of Education (CDE), other county superintendents of schools (CCSESA), and the Geographic Lead Agencies to support school districts and schools within the county in implementing LCAPs in the following ways.

* Napa County Superintendent of schools collaborates with partner agencies and shares updates of our local work at CCSESA quarterly and regional Superintendent meetings.
* Deputy Superintendent attends and collaborates at CCSESA’s BASC meetings; Associate Superintendent regularly attends and collaborates at CCSESA’s Student Programs and Services Steering Committee (SPSSC) meetings.
* Deputy Superintendent and Continuous Improvement and Academic Services (CIAS) Director collaborate with representatives from other county offices, CDE, and CCEE to discuss best practices and approaches to support districts through continuous improvement.
* The Deputy Superintendent, Associate Superintendent, and CIAS Director collaborate with our Geographic Lead agency partners to support school districts with the implementation of LCAP priorities and to explore and apply best practices and approaches to disciplined continuous improvement.
* CIAS Director attends and actively participates in CCSESA’s CISC meetings (with CDE and CCEE representation), serves on the CISC Executive Board, and leads the CISC ELA/ELD Subcommittee. Information, resources, and processes developed by or distributed from these groups are shared with local LEAs.
* CIAS Director attends and participates in monthly regional Curriculum and Instruction Leadership Council (CILC) meetings with other Region IV COE leaders. COE members collaboratively create and share content, processes, tools, and resources that are used to support local LEAs.
* CIAS staff regularly attend CISC content area subcommittee meetings and the State and Federal program meetings.

The Napa County Office of Education will utilize the cycle 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 districts that volunteer for assistance.

1. Facilitate an improvement process with districts eligible for, or that request, Differentiated Assistance
	* CIAS department staff provide professional development, coaching, and targeted technical assistance for qualifying districts
	* Help build capacity of district and or school site teams for improvement work: develop theories of action, identify change ideas, and develop cycles of inquiry to test and build evidence for improved solutions
	* Provide training to district leaders on CA Dashboard, DataZone, Assessment Explorers, and other data platforms to help access and analyze data for improvement
2. Provide support to an LEA with assessing their system, completing a root cause analysis on potential problems of practice, and identifying a specific focus to improve
	* Support district teams with conducting a comprehensive needs assessment and reviewing data to determine strengths, weaknesses, and potential areas of focus
	* Co-facilitate district team collaboration meetings and action periods to identify and understand root causes related to problems of practice
	* Identify content experts and resources to provide support to district teams in developing change ideas to address problem of practice
	* Provide coaching support for district teams to test and implement changes in their local settings and collect data to assess and evaluate impact
3. Provide support with a synthesis of findings and action planning
	* Collaborate with district leadership in the development of aim statements and primary and secondary drivers to address identified root causes
	* Provide LEAs with tools to identify change ideas and create actions and services in their LCAPs to address root causes
	* Provide customized support in areas identified as a need
	* Survey and meet regularly with district leadership to share successes and challenges with improvement work, implementation and monitoring of change ideas, and to plan next steps

## Nevada

The Nevada County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support LEAs within the county implementing LCAPs in the following ways:

* The County Superintendent participates in quarterly CCSESA meetings and scheduled CCEE Advisory Board meetings.
* Associate Superintendent of Educational Services and Curriculum & Instruction & Accountability Director attend Capitol Service Region meetings.
* Associate Superintendent of Educational Services and Curriculum & Instruction & Accountability Director attend Curriculum and Instruction Steering Committee meetings.
* Associate Superintendent of Educational Services attends Student Programs and Services Steering Committee meetings.
* Associate Superintendent of Educational Services attends Capital Central Foothill Area Consortium meetings and also serves on the Advisory Committee (Geographic Lead).
* Curriculum & Instruction & Accountability Director attends Community of Practice (Math, Science, HSS, SEL) meetings.
* Curriculum & Instruction & Accountability Director attends Capital Region Assessment Network meetings.
* Associate Superintendent of Educational Services attends the State and Federal Program meetings.
* Associate Superintendent of Educational Services attends CCSESA Art COE Leads and CA Rural Arts Network meetings.
* SELPA Associate Superintendent participates in State SELPA meetings.
* Associate Superintendent Business Officer attends BASC meetings.

The Nevada County Superintendent of Schools supported all districts, charters and schools within Nevada County by:

**Accountability**

* Providing LCAP guidance, resources, professional development, technical assistance, feedback and approval through the review and approval process
* Providing training and support for guidance through the 2021-22 Mid-Year Report, Budget report and the Supplement to the Annual Update to the 2020-21 LCAP, the revised 2022-23 LCAP, and Federal Addendum
* Providing information, guidance and technical support related to state and federal program requirements, including ESSA, Elementary and Secondary School Emergency Relief (ESSER III) and Williams monitoring
* An array of support to help LEAs access resources that are responsive to their local needs and adapt these resources to fit the local context.
* Providing voluntary assistance to help LEAs adapt resource supports to ensure they are relevant, targeted and reliable in response to their identified need in order to support effective implementation of state priorities and improved outcomes for all students.
* Providing assistance to LEAs surrounding the continuous improvement process
* Providing resources and support in the following areas: ○ Curriculum framework training and adoption
	+ Local assessment and monitoring guidance (Goalbook Toolkit/Pathways)
	+ Opportunities of assistance from regional/geographic lead agencies
	+ Professional learning opportunities targeted towards needs of LEAs
	+ Individual and cohort coaching opportunities
	+ Facilitation and support of UDL frameworks
	+ Facilitation and support of MTSS practices
	+ Local Communities of Practice opportunities (Math/Science/SEL)
	+ Facilitate and provide support for homeless and foster youth services networks
	+ Facilitate training and provide support for school climate programs
	+ Provide professional learning and training opportunities in mental health support, suicide prevention, social emotional learning, implicit bias

The Nevada County Superintendent of Schools will support districts identified for technical assistance by: (List Level 2 Supports)

* Facilitate a collaborative process with LEAs who have been identified for DA and ATSI that is flexible and context-specific. Focused areas of work include:
	+ Building capacity through professional expertise and local decision-making
	+ Fostering systemic collaboration
	+ Building a culture of co-learning and reflective inquiry
	+ Promoting a climate of candor, evidence, and urgency to take action resulting in improved student outcomes and sustainable change.
* Facilitate a collaborative process with LEAs who have been identified for CSI. Focused areas or work include:
	+ Offering CSI plan development and implementation support to LEAs using the methods of continuous improvement and improvement science
	+ Subsequent review and approval of CSI prompts within the LCAP
* Provide specific support tailored to locally identified needs of each LEA, including LCAP goals and measures of progress which includes:
	+ Understanding the problem and the system that produces it. Protocols to guide work include:
		- Collecting and reviewing various data analysis tools to help identify areas of strength and weakness
		- Utilizing a Fishbone Diagram tool to generate root causes of performance challenges
		- Utilizing various inquiry tools to dig deeper into causes (5 Why’s, process/system mapping, empathy interviews, etc.)
	+ Focusing collective efforts on developing an aim (goal) statement to improve student outcomes
	+ Identifying key challenges and opportunities
	+ Generating ideas for change and selecting the improvement strategies and actions the LEA will implement to address identified challenges and opportunities using the Plan/Do/Study/Act Continuous Improvement model
	+ Written summary letter to the LEA that includes all documented work
	+ Follow-up contact includes offering year-long continued collaborative efforts in improvement tasks, plan implementation, monitoring of student outcomes, etc. (Dashboard to Dashboard)
* Implement and work collectively as a differentiated assistance team with SELPA

## Orange

The Orange County Superintendent of Schools or Designee will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic (Geo) Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Orange County Superintendent of Schools participates in quarterly CCSESA meetings.
* Associate Superintendents meet with their statewide counterparts on a regular basis to collaborate on how to best support local districts.

The Orange County Department of Education Superintendent of Schools will support all Orange County districts and schools (Level 1 supports) by:

* Bringing district teams together for shared learning through various networks
* Embedding continuous improvement process into all learning networks
* Providing training for curriculum and instruction and student supports
* Targeting professional learning opportunities towards needs of districts based on LCP/LCAP analysis

The Orange County Department of Education Superintendent of Schools will support Orange County districts identified for differentiated assistance (Level 2 supports) by:

* Supporting districts with data analysis to understand root causes of lower levels of performance and disparities related to performance for significant student groups identified on the California School Dashboard
* Creating action plans aimed at improving performance of identified student groups
* Providing coaching support to help district implementation on their action plans
* Creating cross division collaborative teams to provide specific support and narrowed focus (i.e. Foster Youth Support and Students with Disabilities)

## Placer

The Placer County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support LEAs within the county implementing LCAPs in the following ways:

* The Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent, Educational Services, and Sr. Director, Continuous Improvement and Support, meet monthly with Region 3 C&I leaders.
* Placer COE (PCOE) serves as co-lead for one of the seven geographic lead agencies (Geo Lead) and meets monthly with other geo leads and quarterly with the Statewide System of Support group.
* The Assistant Superintendent, Educational Services, Sr. Director, Continuous Improvement and Support, Assistant Superintendent, SELPA, and Executive Director, Prevention Support Services meet monthly with the CCFAC the Geographic Lead Agency Group for the area.
* The Assistant Superintendent, of Educational Services serves as an Advisory Member and meets monthly with the CCFAC Advisory Group.
* The Assistant Superintendent, of Educational Services serves on the CCSESA Coordinating Committee for Continuous Improvement.
* The Assistant Superintendent, of Educational Services, and Sr. Director, of Continuous Improvement and Support, meets bi-monthly with Curriculum and Instruction leaders across the state at CISC meetings.
* The Assistant Superintendent, of Educational Services, is a member of the CISC Assessment and Accountability Subcommittee.
* The Assistant Superintendent, of Educational Services, is a member of the CISC Executive Committee.
* The Assistant Superintendent, of Educational Services, is the Past CISC Chair (2021-2022).
* The Sr. Director, of Continuous Improvement, and/or Coordinator, Continuous Improvement, attend State and Federal Program Meetings.
* SELPA implements statewide SELPA Content Lead Grant building statewide capacity between SELPA, county offices, and LEAs.
* PCOE provides differentiated assistance for three county offices (Sutter, Yuba, and Sacramento).
* Assistant Superintendent, SELPA participates in State Disproportionality Workgroup.
* Assistant Superintendent, SELPA participates in State Compliance Committee.
* Assistant Superintendent, SELPA participates in the State SELPA System of Support Committee.
* Assistant Superintendent, SELPA participates in State SELPA meetings.
* The Assistant Superintendent, of Educational Services, and Senior Director SELPA serves on the California UDL Coalition.
* PCOE staff leads or participate in CCFAC workgroups for: UDL, data, attendance, improvement science, and equity.
* Associate Superintendent Business and Senior Director Business attend Business and Administration Steering Committee Meetings.

The Placer County Office of Education Superintendent of Schools will provide supports for all LEAs within Placer County in the following areas:

**Accountability**

* Providing LCAP guides, resources, professional development, and technical assistance.
* Providing LCAP feedback and support through the approval process.
* Providing training and support for revised LCAP Template and LCAP Federal Addendum.
* Providing support and advisement related to state and federal program requirements.
* Providing ESSA support and technical assistance.
* Providing Williams monitoring and support.
* Providing COVID-19 Relief Funding plan submission, tracking, and reporting support.

**Professional Development, Services and Supports**

* Providing curriculum framework and adoption toolkit training.
* Providing targeted professional learning opportunities to address identified LEA needs.
* Providing professional learning opportunities to address unfinished learning and learning acceleration, customized to meet the specific needs of each LEA.
* Giving all LEAs access to the CORE Data Collaborative and provide training support in the implementation of the data dashboard.
* Facilitating the English Learner Collaborative Network (ELCN).
* Facilitating the Coaching/Teacher on Special Assignment (TOSA) Network.
* Facilitating professional learning on the MTSS and UDL frameworks.
* Facilitating the PCOE State and Federal Directors meetings
* Facilitating Attendance Supervisor Training and Certification, technical assistance, and attendance systems support.
* Facilitating Homeless/Foster Youth Services Network and providing support.
* Facilitating school climate training.
* Providing mental health support professional learning including suicide prevention training.
* Embedding continuous improvement processes and activities into county-wide learning networks.

The Placer County Office of Education Superintendent of Schools will support districts identified for technical assistance by:

* Implementing cross-departmental differentiated assistance team (SELPA, Educational Services, and Prevention Support Services).
* Providing distance, hybrid, and concurrent learning professional development, technical assistance, and coaching.
* Providing continuous improvement process coaching and facilitation.
* Facilitating state and local data analysis.
* Facilitating LEA Self-Assessment.
* Facilitating root cause analysis for 1-2 focus areas.
* Facilitating the development of change ideas and identifying evidence-based practices and interventions
* Supporting implementation of change ideas with content-specific coaching support.
* Supporting integration of differentiated assistance process with LCAP Goals and Measures of Progress.
* Supporting strategic planning and scaling of efforts.
* Providing action plan and summary report.
* Providing progress monitoring and follow-up support.
* Building district capacity for continuous improvement through ongoing coaching and professional development.

## Riverside

The Riverside County Superintendent of Schools (RCSS) and Riverside COE (RCOE) staff will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Riverside County Superintendent of Schools participates in quarterly CCSESA meetings.
* RCOE cabinet members are active participants on CCSESA steering committees (i.e., CISC, SPSSC, PASCO, TTSC, etc.).
* Educational Services administrators participate in CCSESA curricular subcommittees and communities of practice aligned to their area of support (i.e., ELA/ELD, math, NGSS, educational technology, etc.).
* CAO attends planning and Executive Board meetings with current chair and agency representatives.
* CAO, Executive Director, and Project Manager meet with COE leaders at CISC meetings.
* CAO, Executive Director, and Project Manager meet monthly with co-Geographic Lead agency representatives from San Diego COE.
* CAO, Executive Director, and Project Manager facilitate monthly meetings with Southern California System of Support (SoCal SOS) Geographic Area COE representatives.
* Executive Director facilitates bi-monthly meetings with COE representatives for a Data Visualization Network and will begin a Data Culture Network with SELPA System Improvement Leads.
* CAO, Executive Director, and Project Manager facilitate workgroups focused on Equity, Data Culture, and Continuous Improvement with SoCal SOS COE representatives and co-leads from SDCOE.
* CAO, Executive Director, and Project Manager attend Geographic Lead Agency virtual meetings.
* CAO, Executive Director, and Project Manager attend Statewide System of Support Meetings.
* Director of AACI attends LCAP advisory meetings.
* AACI Administrators attend State and Federal Program Meetings.
* AACI Administrator attends Regional EL Specialist (RELS) meetings.
* AACI Administrator attends Regional Assessment Network (RAN) meetings.

The RCOE will support all districts and schools within Riverside County by providing the following Level 1 Supports.

* Provide level 1 support services to Riverside County school districts and schools as designed within each division of the RCOE. For example, in the Division of Educational Services this includes support for CA content standards implementation, CA assessment implementation and data analysis, educational technology implementation, college and career readiness services, assistance to charter schools, induction and credentialing for teachers and administrators, and leadership support for educational leaders.
* Bring district teams together for shared learning related to topics of interest, forthcoming policy and legislative impacts, and sharing of best practices. Networks are scheduled throughout 2022-23 with a variety of job-alike groups including Superintendents, Assistant Superintendents, Directors, Coordinators, Principals, Counselors, Instructional Coaches, Teachers, Support Service staff, etc. Networks will take place in a combination of virtual, in-person, and hybrid formats.
* Target professional learning opportunities towards the needs of districts and with input and feedback from participants.
* Identify and feature promising practices related to topics of interest and areas of need.
* Embed continuous improvement concepts into learning networks.
* Address any additional needs that arise based on changes in legislation and/or budget. For example, services in 2021-2022 were enormously impacted by the passage of CA Assembly Bills 130 and 167. These required a multitude of additional unplanned services in order to provide support to LEAs and charter schools with planning and implementation of unanticipated “categorical” programs. Similar supports will be developed in 2022-2023 if additional unanticipated programs are authorized through CA’s legislative and budget adoption process.

The RCOE will support districts identified for technical assistance (Level 2 supports) by:

* Embedding technical assistance information within existing networks to ensure common and widespread understanding of California (CA) System of Support.
* Communicating with district leaders in districts identified as eligible for Level 2 Differentiated Assistance to share support services and plan accordingly.
* Preparing and providing support during a calendar year cycle. A typical support cycle begins based on December CA School Dashboard results (2022) and continues through the subsequent December CA School Dashboard release (2023). LEAs eligible for Differentiated Assistance based on 2019 Dashboard outcomes that retained eligibility in 2020-2021 and 2021-2022 will also receive support through December 2022.
* Utilizing liaisons from RCOE units to coordinate support for districts such as specific support based on areas of expertise including content specific improvement specialists.
* Connecting DA support with assistance for LEAs with schools eligible for Comprehensive Support and Improvement (CSI) to avoid duplicative efforts.
* Tracking supports for districts through a digital client management tool to view and coordinate the variety of services being offered in each district and charter school.
* Funding specific staff to implement Differentiated Assistance support during the 2022-2023 school year across the Educational Services and Student Programs Divisions:
	+ Executive Director of Assessment Accountability and Continuous Improvement (AACI) (0.35 FTE)
	+ Executive Director of Instructional Services (0.15 FTE)
	+ Executive Director of College and Career Readiness (0.15 FTE)
	+ Executive Director of School of Education (0.1466 FTE)
	+ Director II of Special Education (1 FTE)
	+ Director II of Educational Technology (0.15 FTE)
	+ Director I of AACI (0.2 FTE)
	+ Administrators, AACI - Four staff (0.2, 0.2, 0.2 and 0.55 FTE)
	+ Administrator, Pupil and Administrative Services (0.9776 FTE)
	+ Administrator, Equity and Access (0.8776 FTE)
	+ Administrator, Special Education (0.05 FTE)
	+ Coordinator, Equity and Access (1.0 FTE)
	+ Coordinator, College and Career Readiness, School Counseling (1.0 FTE)
	+ Coordinator, Foster Youth Services (0.33 FTE)
	+ Project Manager, System of Support (0.488 FTE)
	+ Secretaries - Two staff (1.0 FTE and 0.05 FTE)
* Addressing any additional needs that arise based on changes in legislation and/or budget. For example, services in 2021-2022 were enormously impacted by the passage of CA Assembly Bill 130. AB 130, section 122, drastically modified the expectations for differentiated assistance by shifting the “analysis of strengths and weaknesses” provision of EC52071 to analysis of a list of required data points. In response, RCOE developed and provided additional resources to support data analysis including:
	+ Metrics summary per district eligible for DA.
	+ “Levels of analysis” protocol and analysis tools.
	+ Examples of how analysis of data points inform LCAP development.

## Sacramento

The Sacramento County Office of Education (SCOE) collaborates with other state and county educational agencies to implement the LCAP. These agencies include: the CDE, other county superintendents (CCSESA), Geographic Lead Agencies, SOS Lead Agencies, as well as CCEE. Additionally, SCOE and Placer County Office of Education serve as co-leads for the Geographic Area serving the fourteen county offices of the CCFAC.

The Covid-19 pandemic continues to present our schools, districts, and charters across the region with new and developing challenges. In the 2021-22 school year, systems across the region grappled with staffing shortages and increased student absences due to Covid surges and the need for quarantine to mitigate spread. In many of our LEAs in Sacramento, administrators and district staff have regularly stepped in to teach classes for days and weeks on end. The disruption and stress on educators is unmatched in recent history, yet the commitment to students and to the profession is unwavering. We have witnessed tenacity and a community spirit that hasn’t been seen before where teachers and leaders are making incredible strides to ensure that schools attend to students’ social-emotional learning, offer supports for mental health and wellness, create conditions for accelerated learning, and keep schools open despite challenging circumstances.

During this unprecedented time, SCOE leadership continues to identify support for LEA leaders, teachers, and staff as our top priority. The pandemic crisis has profoundly exacerbated existing inequities and underscored the need for responsive and intensive technical assistance and professional development to meet the ongoing demands placed on LEAs throughout the county. SCOE is committed to identifying, promoting, and collaborating with experts to provide educational solutions focused on improving opportunities and access in service of high academic achievement for all students to our schools and districts. Utilizing strategies from improvement science, implementation science, and compassionate systems awareness, our support of districts and schools to close achievement and opportunity gaps, advance equity, and support the social-emotional needs of students and staff in Sacramento County continue to be of utmost importance.

To offer such comprehensive support, SCOE has created services based on topic areas and LCFF priorities. A wide variety of services are available in virtual (synchronous and asynchronous) formats and in-person formats. In response to COVID-19, support for districts during the 2021-2022 school year pivoted as needed to meet the short- and long-term needs of LEAs within Sacramento County. SCOE provided supports for all LEAs within Sacramento County in the following areas:

Accountability

* Providing professional development, resources and technical assistance for completion of the Elementary and Secondary School Emergency Relief (ESSER III) Expenditure Plan.
* Providing updated guides, resources, professional development, and technical assistance for completion of the LCAP, including the Supplement to the Annual Update and the Budget Overview for Parents.
* Providing both ESSER III and LCAP feedback and support through the development and approval process.
* Facilitating a monthly regional professional learning network for state and federal program accountability requirements.
* Providing Every Student Succeeds Act (ESSA) support and technical assistance with school site support to schools meeting the criteria for CSI and ATSI.
* Provide SPSA trainings, including how to conduct a needs assessment and program evaluation and developing evidence-based actions.
* Providing training support in the analysis and implementation of strategies to meet the needs of student groups that have been identified within the California School Dashboard and other valid and reliable state and local data sources.
* Providing Williams monitoring and support and adhering to the legislative guidelines.

Professional Development, Services and Supports

* Hosting nationally renowned guest speakers such as Dr. Lorea Martinez who facilitated a 5-part series entitled Creating a Wave of Educator Well-Being focused on creating a place for educators (teachers and leaders) to connect with themselves, explore tools to support personal health and emotional well-being, and build personal resilience in a supportive and safe environment. In the spring, Dr. Nancy Dome trained educators on using Compassionate Dialogue - a method which provides individuals and organizational workgroups with the space and community to explore issues of implicit bias, learn the RIR (Recognize, Interrupt, Repair) Protocol™ for meaningful conversations, and nurture an equity lens throughout one’s interactions with people, policies, procedures, climate, and culture.
* Partnering with leading experts from Turnaround for Children in the field of social-emotional and trauma-informed practice, to provide strategies, tools, and coaching based on the science of learning and development in alignment with whole child education principles.
* Launching the Diversity, Equity and Inclusion Community of Practice designed to create a sense of community, sharing, and space for collective impact amongst Sacramento county’s equity leaders.
* Facilitating a regional community of practice focused on student attendance and engagement.
* Providing curriculum framework and adoption toolkit training.
* Delivering professional learning in the continuous improvement process.
* Facilitating the Multilingual Education Leadership Network (MELN) and the Secondary English Learner Collaborative.
* Facilitating professional learning on the UDL framework.
* Instructional Rounds training for teams to gather, analyze, and evaluate observation data, and make an instructional plan to improve on a problem of practice.
* Facilitating Student Mental Health and Wellness Collaborative with topics including suicide prevention training, trauma awareness, bullying prevention, and LGBTQ issues.
* Facilitating Attendance Supervisor Training and Certification, technical assistance and attendance systems support.
* Facilitating workshops for LEA staff providing services to Foster Youth and Homeless (college/career readiness, educational rights, etc.)
* Facilitating the Family and Community Engagement Network
* Facilitating workshops and networks in Culture, Climate, and Equity
* Embedding continuous improvement processes and activities into countywide learning networks.

The Sacramento County Office of Education supports districts identified for Level 2 DA by:

* Implementing cross-departmental differentiated assistance teams.
* Facilitating local data analysis.
* Facilitating root cause analysis for one or two focus areas.
* Facilitating development of change ideas.
* Supporting implementation of change ideas with content specific coaching support.
* Supporting integration of the differentiated assistance process with the LCAP Goals, Actions and Services, and measures of progress.
* Supporting strategic planning and scaling of efforts.
* Providing progress monitoring and follow up support.
* Providing site support to schools meeting the criteria for Comprehensive Support and Improvement and Additional Targeted Support and Improvement.
* Building district capacity for continuous improvement through training, ongoing coaching and professional development.

The Sacramento County Office of Education supports one district (Sacramento City USD) identified for Intensive Intervention by completing all of the above support for Level 2 DA as well as:

* Working collaboratively with the various state agencies (CDE, CCEE, SBE) supporting SCUSD to align assistance and other services.
* Providing customized feedback and thought-partnership leading up to and throughout the phases of the Systemic Instructional Review (SIR) process.
* Supporting the district’s identification of action steps and plan development based on findings identified in the Systemic Instructional Review.
* Collaborating with key district personnel to plan and facilitate meetings with stakeholders, consultants, and others to coordinate efforts and ensure coherence across various improvement efforts.
* Reviewing and analyzing student group performance data with district staff.

## San Benito

The San Benito County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* San Benito County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent, Educational Services meet bi-monthly with C&I leaders across the state at CISC meetings.
* The Director, C&I meets bi-monthly with Student Services leaders across the state at Student Programs and Services Steering Committee (SPSSC) meetings.
* The SELPA Director meets monthly with SELPA Directors across the state at State SELPA meetings.
* The Coordinator, Instructional Support meets with English Learner leaders across the state at State Bilingual Coordinators (BCN) Meeting.
* The Assistant Superintendent, Business Services serves on the LCAP & Fiscal Advisory Group as part of the CCSESA’s System of Support Coordinating Committee.
* The Deputy & Assistant serve on the Mid-State Collaborative Advisory Council.
* The Deputy Superintendent, Assistant Superintendent, Educational Services; Director C&I meets monthly with the Mid-State Collaborative (Geographic Lead).
* The Director, C & I, serves as the Region 5 MTSS team.

The San Benito County Office of Education Superintendent of Schools will support all districts and schools within San Benito County by: (List Level 1 Supports)

* Providing monthly meetings for all districts to meet for shared learning around data analysis, identifying gaps and determining underlying causes
* Providing training on curriculum frameworks and standards implementation
* Providing technical assistance and support in planning interventions and identifying promising practices MTSS, UDL
* Providing a year-long series of Social Emotional Learning workshops designed for all school staff.
* Targeting professional learning opportunities towards needs of districts, including the use of trauma informed strategies and social emotional learning strategies
* Providing training to support districts in meeting the needs of unduplicated and underserved groups, including Foster Youth, Homeless, English Learners and Students with Disabilities
* Providing customized support for small district including a Rural Principal’s Professional Learning Network
* Providing additional training identified or requested by districts

The San Benito County Office of Education Superintendent of Schools will support districts identified for technical assistance by: (List Level 2 Supports)

* Supporting districts in a year-long process (January/December to January/December) to analyze data, identify strengths and weaknesses, determine root causes, develop PDSA cycles and measure implementation
* Supporting districts in creating action plans for implementation of PDSA cycles
* Providing coaching support to help districts teams implement and give feedback on the action plan.
* Linking services including those that support English Learners, Foster Youth and SELPA to districts as part of the DA process
* Offering Technical Assistance for schools identified for Differentiated Assistance and Comprehensive Support and Improvement

## San Bernardino

San Bernardino County Superintendent of Schools (SBCSS) has initiated a whole system wraparound approach to provide relevant and responsive support all districts and schools within San Bernardino County, by providing a coordinated and collaboratively developed system to meet the context, as well as the complex and changing needs of districts and schools. The wraparound approach includes all SBCSS branches (Technology, Innovation and Engagement, Business, Education Support, Human Resources, Student Services), and SELPAs. Each branch is available to provide assistance and support to districts and schools at various entry points.

The SBCSS system of assistance and support for all school districts and schools, with varying levels of frequency and duration for districts identified for differentiated assistance includes: (1) LCAP review and approval that leads to ongoing growth and continuous improvement, (2) assistance for identified districts that meet the criteria for differentiated assistance based on the Fall 2019 CA School Dashboard, and (3) other customized supports based on needs identified by LEAs. This customized support is critical given that the CA School Dashboard data is more than two years old and needs amongst LEAs have been impacted by the ongoing COVID-19 pandemic. The tenets of continuous improvement and implementation science continue to serve as a foundation, integrated into the following: evidenced-based practices, systems analysis, utilizing data to determine strengths and weaknesses, root cause analysis, PDSA, and learning networks.

The SBCSS will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* San Bernardino County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent and Curriculum/Instruction and Academic Enrichment (CIAE) Director meet with C&I leaders across the state at CISC meetings.
* The LCAP Director and/or LCAP Program Managers attend State and Federal Program Meetings.
* The Assistant Superintendent, Leadership and Outreach Director, Parent/Family/Community Engagement Specialist and Content Manager, and Chief Intergovernmental Relations Officer attend at minimum, monthly Community Engagement.
* Initiative Community Engagement Initiative (CEI) meetings that includes the California Association of Bilingual Education (CABE) and Families In Schools (FIS) as consortium partners on the initiative.
* The Assistant Superintendent, Leadership and Outreach Director, Parent/Family/Community Engagement Specialist and Content Manager, and Chief Intergovernmental Relations Officer attend meetings pertaining to the Statewide Lead Agencies.
* The Assistant Superintendent, Leadership and Outreach Director, Parent/Family/Community Engagement Specialist and Content Manager, and Chief Intergovernmental Relations Officer will implement eight (8) PLN meetings for the CEI that includes the CABE and FIS as consortium partners on the initiative.

The SBCSS will support all districts and schools within San Bernardino County:

SBCSS Comprehensive Level 1 supports include:

San Bernardino County Initiatives

* Collective Impact
* Countywide Vision (Read, Be Active, Succeed, Safety)
* Cradle to Career Roadmap

Whole-System Approach

* All SBCSS Branches (Education Support Services (ESS), Business Services, Innovation/Engagement, Technology Services, Student Services, Special Education Local Plan Area, Human Resources)

Promising/Innovative Practices

* Community alignments and partnerships (Growing Inland Achievement)
* Establish best practices repository (Canvas trainings)
* Highlight effective and equitable strategies through networks, workshops, and initiatives

Customized Support

* Professional Learning Services menu (a digital catalog of available resources, workshops, and trainings established to support district LCAP goals, actions, and services)
* Workshops and trainings based on district needs and feedback

Resource Alignment

* A systemic focus on supporting districts to meet LCAP goals, actions, and services toward improved student outcomes
* Workshops and trainings based on district needs and feedback

Networks

* Focus on research and evidence-based strategies/practices (i.e. What Works Clearinghouse)
* Provide essential information for job-alike educators

Professional Learning and Resources/Tools

* Advancement Via Individual Determination (AVID) supports, workshops and trainings
* California Way, LCFF/LCAP, CA School Dashboard supports, workshops and trainings
* Career Technical Education and Regional Occupational Program initiatives supports, workshops and trainings
* Content standards and enrichment supports, workshops and trainings
* Data and assessment supports, workshops and trainings
* Expanded Learning supports, workshops and trainings
* Family/Community engagement tiered supports, workshops and trainings
* Multi-Tiered System of Supports (MTSS) workshops and trainings
* PBIS workshops and trainings
* Visual and Performing Arts (VAPA) supports, workshops and trainings
* Whole System/Whole Child (Health and Wellness, Social Emotional) supports, workshops and trainings

The SBCSS will support districts identified for technical assistance:

SBCSS Differentiated Level 2 supports include:

Whole-System Approach

* All SBCSS Branches provide individualized supports, as well as integration into the Systems of Support process as a differentiated support for district LCAP goals, actions and services

Promising/Innovative Practices

* Continuous Improvement Collaborative Learning Network; ongoing integration of Improvement Science, tools (PDSA) and Design Thinking processes
* Deepen understanding of California’s Accountability and Improvement System (CA Way) and the 3 pillars of: Equity, Performance, and Improvement
* Enhance Collaborative Structures, including research regarding effective collaborative teams/teaming for improved implementation of continuous improvement processes (Psychological Safety)
* Highlight Effective and Equitable Strategies, integrating research and work from local partners to determine strategies and supports for more equitable and improved outcomes for all students
* Continue to support equity and the unique needs of small school districts with centralized support at the county office for these two priorities.

Customized Support

* Capacity-building and systems building within SBCSS to support districts with differentiated assistance and systems of support
* Expand PLNs, to utilize Improvement Science strategies and tools to determine a problem of practice and an action plan
* Family/Community engagement tiered supports for administrators, district staff, and parents (Dual Capacity-Building Framework for Family - School Partnerships, Family Engagement Toolkit - Continuous Improvement Through an Equity Lens)
* MTSS comprehensive framework that aligns academic, behavioral, and social-emotional learning through intentional design and redesign of services and supports to match the needs of all students
* SOS structured proposal process to support district LCAP goals, actions, and services that incorporates the following:
	+ A collaborative and reflective proposal development/design, submission, review, and approval process between districts, LCAP Program Managers as the point of contact, and applicable SBCSS Branches/Departments as ongoing service providers that support implementation, monitoring, and evaluation of proposals
	+ The development/design of district proposals in response to the CA School Dashboard and assessment of local needs, with a focus on equity and access, building capacity (students, parents, community, administrators, staff), systems change, and increasing sustainable student outcomes
* UDL as a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs

Resource Alignment

* Collaborative approach between SBCSS LCAP and Business Advisory Services (BAS) teams to provide individualized and ongoing supports with LCAP, CA School Dashboard, Differentiated Assistance, and Systems of Support processes
* SBCSS LCAP and BAS Calibration: Aligning Local Control Funding Formula and Federal Fiscal Resources to support Equity, Improvement, and Performance Workshops
* Workshops and trainings based on district needs and feedback (BAS and LCAP)

## San Diego

The San Diego County Office of Education will collaborate with the CCEE, the California DE) and other county superintendents (CCSESA) to support school districts and schools within the county implementing LCAPs in the following ways:

* Develop and refine statewide materials for Differentiated Assistance, Technical Assistance, and LCAP support.
* Collaborate across agencies to bring coherence and alignment to Geographic Lead Agency work specifically as it related to Title III, Equity, LCAP, and continuous improvement.
* Serve as Geographic Co-Lead Agency for improvement, statewide lead for Title III and statewide co-lead for Equity.
* Review and implement structures for Differentiated Assistance that align with statewide approaches to improvement specifically as it relates to Differentiated Assistance, the LEA Self-Assessment, and the LCAP Approval process (see LEA Self-assessment, Differentiated Assistance Facilitation Guide, and CCSESA LCAP Approval Manual).

The San Diego County Office of Education will support all districts and schools within San Diego County by: (List Level 1 Supports)

* Providing technical assistance supports for the development of the LCAP
* District leader networks to support improvement in the areas of finance, curriculum and instruction, data, and assessment, and LCAP development
* County level superintendent and assistant superintendent meetings to provide updates on policy, legislation, and accountability to support district progress
* Provide a charter leaders network to support capacity building and awareness at the charter LEA level
* LCAP after action meeting to discuss strengths, priorities and supports

The San Diego County Office of Education will support districts identified for technical assistance by: (List Level 2 Supports)

* Implement a multi-component DA process focused on continuous improvement, system analysis and organizational change to address the needs of the county’s most vulnerable students
* Refine intensive approach to provide a highly customized process for LEAs identified for DA support by establishing cohorts of districts based on common contexts, indicator areas, and alignment to existing initiatives.
* Engage in data review including AB 130, Section 122 data requirements, across multiple system elements to understand and synthesize current needs, challenges, and opportunities for action aligned with DA indicators and student groups
* Provide professional learning opportunities related to LCAP development and refinement providing each LEA the opportunity to develop a high-quality aligned plan
* Provide targeted supports and network structures to support capacity building, support, and growth for leaders of small school and single school districts
* Collaboratively implement improvement and implementation processes and document changes implemented to determine impact on student learning
* Implement processes and protocols to ensure systems changes are reflected in the LCAP and shared with educational partners
* Facilitated LEA’s in the analysis of the required data elements outlined in Section 122 of AB 130.
* Partnership in implementing technical assistance with LEAs who are engaged with subcontractors.

## San Joaquin

The San Joaquin County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), Geographic Lead Agencies (Geo Leads), as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* The San Joaquin County Superintendent of Schools or designee participates in quarterly CCSESA meetings.
* The Assistant Superintendent of Educational Services or designee participates in quarterly CISC meetings and collaborates with colleagues across CCSESA and Region 6.
* The Director II of Continuous Improvement collaborates with staff from CCEE, CDE, GEO Leads and other COEs to brainstorm strategies and approaches to district support on a monthly basis.
* The Coordinator of State and Federal Programs, Accountability, Williams, and Counseling participates in regular RAN meetings.
* The County LCAP team attend State and Federal Program Meetings. After the meeting, COE team members collaborate on topics and issues.
* The Assistant Superintendent of Educational Services and/or the Director II of Continuous Improvement and Support, meet monthly with CCFAC & the Geographic Lead Agency Group for the area.
* The Director I of Continuous Improvement in collaboration with Stanislaus County Office of Education co-facilitates COE Differentiated Assistance support for a five-county consortium (San Joaquin, Stanislaus, Merced, Santa Clara, and Santa Cruz COEs). The group collaborates with CDE as the need arises.
* SJCOE staff lead or participate in CCFAC huddle groups for: UDL, SEL, data, attendance, and equity.
* Deputy Superintendent attends BASC Meetings.
* The County LCAP team participates in the LCAP Calibration and Collaboration calls to discuss support and expectations for LCAP approval.

The San Joaquin County Office of Education Superintendent of Schools will support all local education agencies (LEAs) and schools within San Joaquin County (SJCOE) by: (Level 1 supports):

* Promoting the continuous improvement process into all learning networks (Superintendent, Asst. Superintendent, Administrators, Coaches, LCAP Directors, SELPA, Bilingual Educators, etc.)
* Aligning support offered by SJCOE staff to LEA needs and LCAP priorities by accessing regular communication channels and asking for feedback
* Understanding LEA priorities and focus areas identified in the LCAP and other required plans
* Offering to continue the learning to all LEAs regardless of support eligibility
* Developing and facilitating customized professional learning (PL) workshops and technical assistance, that address key aspects of Differentiated Assistance protocols. This PL brings LEA teams together for shared learning to understand strengths and areas of growth as indicated within local and state data (e.g. DataQuest and the CA School Dashboard), and aligned with State Priorities. Participating teams analyze underlying causes for student group performance, focusing on strengths and opportunity gaps
* Targeting PL opportunities towards LEA needs
* Collaborating with the SJCOE content area teams to provide support in math, STEM, and language and literacy, including English learner support
* Identifying promising practices to share through networks and communities of practice

The San Joaquin County Office of Education Superintendent of Schools will support districts identified for technical assistance by: (Level 2 supports)

* Developing a customized professional learning plan with each district based on student group needs, as identified by local data, DataQuest data, and through data aligned with the CA School Dashboard
* Creating a collaborative action plan across content teams for implementation of PL. This collaboration includes using continuous improvement cycles. The continuous improvement cycles will use teaching and learning data to reflect on impact and adjust course as necessary.
* Working in partnership with each district to analyze relevant state and local data, to reflect on the progress of their professional learning plan, and to adapt services as necessary with the SJCOE Educational Services team that supports their professional learning plan
* Providing districts implementation coaching support and professional learning
* Collaborating across SJCOE content departments, and other departments that provide specific support services, so that districts experience aligned support
* Engaging in a partnership with each district that lasts over the course of the entire school year, using all available state and local data

## San Luis Obispo

The San Luis Obispo County Office of Education will support all districts and schools within San Luis Obispo County by:

* Supporting LEAs throughout the year in the development of their LCAP and/or any additional required Annual Review plans through offering professional learning workshops and individual LEA visits throughout the year.
* Providing the following workshops and network meetings: LCAP and related plan development, English Learner Coordinator Network, Administrator, Counselor, and Social and Emotional Learning networks. Providing data support, when requested, regarding the Dashboard and Dataquest data.
* Providing up to date communication (via email, our website, shared drives, and meetings) regarding the LCAP and related templates, LCFF requirements, ESSA, the State and Federal Accountability Systems and how they all interrelate as part of a continuous improvement cycle.
* Being available for consultation by phone, email, virtual platforms, and in person.
* Targeting professional learning opportunities towards the needs of districts and with input and feedback from participants.
* Providing technical assistance through the Differentiated Assistance team that includes
	+ A data deep dive and analysis of the problem
	+ A Root Cause analysis
	+ Designing a Theory of Action that will improve services to the student group(s) which provided eligibility for Differentiated Assistance
	+ Testing improvement ideas through PDSA cycles and implementing Action Plans
* Address any additional needs that arise based on changes in legislation and/or budget. For example, services in 2021-22 were enormously impacted by the passage of CA Assembly Bills 130 and 167. These required a multitude of additional unplanned services in order to provide support to LEAs and charter schools with planning and implementation of unanticipated “categorical” programs. Similar support will be developed in 2022-23 if additional unanticipated programs are authorized through California’s legislative and budget adoption process.

## San Mateo

Steps the San Mateo County Superintendent of Schools will plan to take to collaborate with the CCEE, the CDE other county superintendents (CCSESA), and Geographic Lead Agencies to support school districts and schools within the county implementing the provisions of *EC* 52066(i)(l).

* County Superintendent of Schools participates in quarterly CCSESA meetings.
* Deputy Superintendent - Educational Services Division, Executive Director - District Improvement and Support, and Executive Director - Curriculum Instruction Services meet as scheduled with C&l leaders across the state for the ISC) meetings.
* Deputy Superintendent - Educational Services Division, Executive Director - District Improvement and Support, and Executive Director - Curriculum Instruction Services meet as scheduled with Region 4-Bay Area Curriculum & Instruction Leadership Council (CILC).
* Deputy Superintendent - Business Services meets as scheduled with Business Services leaders across the state for the BASC meetings.
* Associate Superintendent - Educational Services Division and Executive Director - College, Career, and Secondary Education meets as scheduled with Student Program leaders across the state for the Student Programs and Services Steering Committee (SPSSC) meetings.
* Executive Director - San Mateo SELPA meets as scheduled with statewide SELPA leaders.

The San Mateo County Office of Education Superintendent of Schools will support all districts and schools within San Mateo County in order to improve student outcomes and narrow disparities among student groups by:

* Providing assessment and accountability, curriculum and instruction, and social-emotional and wellness services

The San Mateo County Office of Education Superintendent of Schools will support districts identified for technical assistance by:

* Providing Differentiated Assistance focused on policies, programs and practices for improved student outcomes as measured by the California School Dashboard for the eligible student group.

## Santa Barbara

The Santa Barbara County Education Office will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), Geographic Lead Agencies, and SOS Lead Agencies to support school districts within the county implementing LCAPs in the following ways:

* Santa Barbara County Superintendent of Schools participates in quarterly CCSESA meetings.
* The County Superintendent serves as a liaison and on several committees with the State Superintendent of Public Instruction and CCSESA.
* The Assistant Superintendent, C&I meets bi-monthly with C&I leaders across the state at CISC meetings.
* The Assistant Superintendent, Administrative Services, meets monthly with County business leaders across the state at BASC meetings. The Administrator, SBAS, attends ESSCO (External Services Subcommittee) meetings. The Assistant Superintendent, Human Resources meets quarterly with PASSCO. The Assistant Superintendent, Ed. Services attends SPSSC meetings.
* The Assistant Superintendent, C&I serves on the state Accountability subcommittee and leads/ facilitates CCSESA training and resource development initiatives for LCAP.
* The Assistant Superintendent, C&I serves on the CCSESA LCAP and Fiscal advisory and leads the statewide LCAP training and calibration.
* Four Directors from C&I take part in the CSLA21 Regional Grant and coordinate coaching support and professional development for administrators with clear credentials.
* The Differentiated Assistance Team (6 members in 2021-2022) meets at least monthly in the Geo area work group and with the Geo Lead (Called VALCO – Valley to Coast Collaborative).
* The LCAP team (C&I and SBAS members) attend all statewide LCAP training. The COE LCAP writing team (2 Ed. Services, 1 SPED, 1 Fiscal Services member) attends all statewide LCAP training.
* The Differentiated Assistance Team attends virtual training and collaboration events with System of Support Leads.
* The Assistant Superintendent, Special Education attends virtual collaboration with the SELPA resource Leads

Implement cycles of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance will be provided to districts that are identified as needing assistance as well as to those that volunteer for assistance.

* Support all districts in understanding and using state and local data to improve conditions, engagement, and outcomes for students. (This year, data focus is shifted to reflect the lack of a full 2021 Dashboard and the “status only” reporting on state indicators through Dataquest instead of the dashboard)
	+ Provide ongoing training 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 distance, remote, and hybrid learning. Add additional trainings on topics throughout the year.
	+ Educational Data Analyst will continue to work with 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.
	+ Expand scope of Educational Data Analyst to provide additional supports for all districts and districts receiving DA support.
	+ Introduce additional displays for all districts to analyze equity and disproportionality for student groups, especially in light of the pandemic to highlight disproportionate impacts.
	+ 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.
* Develop and provide comprehensive, coherent support to districts across systems and departments for Tier one support to all districts and charters who volunteer.
	+ Annually: all divisions compile and provide county superintendent with initiatives, focus areas, and concerns for each district for her planning meetings with Superintendents to plan and prioritize needs and offer county support.
	+ C&I Assistant Supt. 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 C&I team.
	+ Differentiated Assistance lead is an expert in special education, inclusion, and neurodiversity. Provide Inclusion Network and support for general education teachers, administrators, and special educators in collaboration with SELPA staff. Collaboration supports districts in integrating Special Education Plans, Improvement plans and LCAP initiatives to better serve underserved students.
	+ 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 Special Education Support and Accountability with Differentiated Assistance (SEP and DA) through collaborating with the SELPA to create support practices and systems.
	+ Expand support for English Learners and Dual Language programs with the addition of a manager to support the implementation of designated and integrated English Language Development, linguistically equitable spaces and reclassification efforts, as well as stakeholder input and family engagement.
	+ Division meetings and cross-division meetings: discuss initiatives, needs, and focus areas in each district, analyze district snapshots, and connect work across initiatives.
* Customize differentiated assistance plans for districts qualifying for Tier 2 (Year 1) assistance based on needs and context of the district.
	+ Provide SBCEO DA team and entire C&I department on-going training in data visualization and analysis, Improvement Science, Implementation Science, facilitation, Compassionate Systems, 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 (Year 1) districts to plan customized, differentiated assistance, beginning with overview and data analysis.
	+ Develop data displays and facilitate dashboard/ data analysis to determine for which student groups the current system is working (initial strengths and weaknesses.)
	+ Collect systems data, including a self-assessment (e.g., FIA or LEASA) to help district analyze how district 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.
	+ SBCEO participates in Geo area and other systems of support networks to develop skills, access resources, and build competency in all areas to support districts.

## Santa Clara

The Santa Clara County Superintendent of Schools will collaborate with the California CCEE, the CDE CA County Superintendents Educational Services Association (CCSESA), Geographic Lead Agencies, as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Participate in quarterly CCSESA meetings.
* Meet regularly with Region 5 C&I leaders to calibrate work regionally.
* Serve on the CISC Executive Committee and participate in bi-monthly meetings with C&I leaders from all 58 county offices in California.
* Serve on the CISC Assessment and Accountability Subcommittee.
* The Associate Superintendent, Equity and Educational Progress chairs the statewide Arts Subcommittee and serves on the statewide Accountability Committee.
* Attend CDE hosted regularly scheduled meetings regarding accountability and compliance.
* Collaboratively facilitate statewide trainings on the Learning Continuity Plans and LCAP.
* Participate in the Statewide Differentiated Assistance workgroup.
* Participate in the Region IV GeoLead meetings.
* Attend quarterly Statewide System of Support meetings and coordinate SCCOE’s work as a statewide equity lead for California.

The Santa Clara County Superintendent of Schools will support all districts and schools within Santa Clara County by:

Level 1 Supports:

* Providing training and support with the development and updates of the 2021-24 Local Control Accountability Plan
* Bringing district teams together for shared learning to understand gaps and underlying causes related to Dashboard and local data
* Facilitating Professional Learning Networks and Communities of Practice around indicators of need across the county and embed continuous improvement processes tools
* Targeting professional learning opportunities towards needs of districts
* Facilitating district planning to implement actions related to the 8 state priorities
* Participating and providing leadership at CSESA and CISC statewide meetings
* Providing MTSS services and supports
* Serving as a statewide Equity Lead Agency
* Serving as Title III Regional Lead
* Engaging with the COE Geolead consortium

The Santa Clara County Office Superintendent of Schools will support districts identified for technical assistance by:

Level 2 Supports:

* Supporting districts and schools that have been identified through the statewide Differentiated Assistance process or federal ESSA process with individualized improvement efforts focused on systems analysis including root cause identification, change ideas, and program evaluation
* Creating action plans for implementation of PDSA cycles
* Providing coaching support to help districts implement change ideas and give feedback on their action plans
* Committing to a multi-year partnership to support the planning and implementation of improvement cycles
* Coordinating and aligning efforts within SCCOE and across agencies to support areas of focus identified during the Differentiated Assistance process

## Santa Cruz

The Santa Cruz County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* The Santa Cruz County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Associate Superintendent meets bi-monthly with Region 5 educational services and C&I leaders.
* The Associate Superintendent, and District Support and Leadership Director, meet bi-monthly with C&I leaders across the state at CISC meetings.
* The Associate Superintendent and Director of the New Teacher Center, represent Region 5 on CISC Teacher Development Subcommittee.
* The Associate Superintendent, with support from the District Support and Leadership Director, leads a monthly PLN, which includes districts.
* The Associate Superintendent participates in and is a member of the Mid-State Collaborative Advisory Council.
* The Associate Superintendent, and support District Support and Leadership Director, participate in the County Office Collaboration Differentiated Assistance cohort.
* The Associate Superintendent meets regularly with the Region 5 MTSS team.
* The Associate Superintendent meets regularly and is a member of the Inclusion Collaborative team.

The Santa Cruz County Office of Education Superintendent of Schools will support all districts and schools within Santa Cruz County by:

* Facilitating Professional Learning Networks for district administrators, educators supporting English Learners, instructional coaches, instructional technology, mathematics (SVMI) and curriculum and instruction personnel (including science and VAPA)
* Incorporating continuous improvement processes into all networks through improvement science practices
* Providing framework and standards professional development, and providing updates and guidance on materials adoption processes
* Supporting content specific county-wide initiatives (science, English Learner Roadmap, etc.)
* Providing customized support for small school districts
* Targeting professional learning opportunities to meet district needs
* Supporting districts with Social Emotional Learning through collaboration across all COE Departments and a new Teachers on Special Assignment (TOSA) for SEL
* Revisiting our Distance Learning TOSA to change to Ed Tech Innovation Coach (and continued support with networks)
* Collaborating with CALS (Career and Adult Learning Services) in order to create a shared vision for Career Technical Education and Computer Science instruction
* Creating a Professional Learning Plan to share with all districts regarding professional development offerings
* Developing a Professional Learning website to share resources with educators, families and students
* Creating an intervention network to support all county intervention teachers with ELA and Math

The Santa Cruz County Office of Education Superintendent of Schools will support districts identified for technical assistance by:

* Offering Differentiated Assistance learning cycles to identified districts (currently Pajaro Valley Unified School District and San Lorenzo Valley Unified School District). We will also start offering support to charter schools in 23-24.
* Reviewing and giving feedback on ESSER III plans, LCAP and budget development (there are other plans that we support but they are not required to be submitted to the COE)
* Providing technical assistance to help districts implement and give feedback on their action plans
* Supporting data analysis and continuous improvement, and giving professional development in CAASPP best practices and data cycles

## Shasta

No information has been provided related to the requirements of *EC* Section 52066(i)(A)-(B).

## Siskiyou

### Collaborative Activities Aligned with SCOE Differentiated Assistance

1. **Collaboration with the California Collaborative for Excellence in Education shall include, but not be limited to:**
	1. Publicizing CCEE training and activities with Siskiyou County districts
	2. Including CCEE resources and services with all Differentiated Assistance recommendations
	3. Participating in CCEE feedback sessions and surveys
2. **Collaboration with the California Department of Education shall include, but not be limited to:**
	1. Active participation with the following CDE departments and agencies:
		* Federal Programs
		* Instruction Division
		* Assessment and Accountability Division
		* Fiscal Services
	2. Technical assistance from the Local Agency Systems Support Office
3. **Collaboration with the Geographic Lead (Shasta COE) shall include, but not be limited to:**
	1. Participating in monthly collaboration meetings
	2. Engagement with data visualization and data sharing in support of districts
	3. Constructing and utilizing resource kits specific to CA Dashboard Indicators
4. **Collaboration with other COE Superintendents shall include, but not be limited to:**

Active participation in CCSESA and in all CCSESA Subcommittees including:

* Curriculum & Instruction (CISC)
* Business & Administration (BASC)
* Student Programs (SPSSC)
* Personnel (PASSCO)
* Technology (TTSC)

Active participation in the following organizations, associations and Symposiums:

* Region 2 CISC
* Annual CISC Symposium
* Small School Districts Association (SSDA)
* California Rural Schools Network
* California Multi-Tiered System of Support (MTSS)
* Association of California School Administrators (ACSA)
* Advocacy with Capital Advisors

Level I - Prevention and Support

Siskiyou COE Educational Services Department will address the Level I district and school technical assistance to be provided. Such service will be aligned to the district-identified needs and related to the district LCAP when appropriate.

Services will include, but will not be limited to:

* Professional Learning (examples include the Teacher Leadership Academy, Siskiyou WE3 Collaborative, Para Educator series, Silicon Valley Mathematics Initiative, CALI Reads, Social Emotional Learning)
* Group facilitation
* Job-alike collaboration and information sharing (examples include Administrator meetings, Administrator PLC meetings, Co-op Services, Professional Learning offerings, Business In-service, Small Schools Collaborative etc.)
* Fiscal and budget support
* Connecting to local, state and federal resources for the benefit of children and families
* Tools and a protocol for facilitating data-based conversations in support of MTSS

Level II - Differentiated Assistance

A team of content experts and facilitators will be assembled to provide differentiated assistance (Level II) to districts identified by the CA Dashboard results.

Services will include, but will not be limited to:

* Review of CA Dashboard results
* Analysis and data display to determine strengths, weaknesses and areas of focus
* Compiling and reviewing local data with the goal of identifying the root cause for a specific indicator
* Synthesis of agreed upon findings
* Facilitating the development of a work plan and associated actions to address root causes and areas of focus
* Support for ongoing evaluation of implemented actions
* Support for ongoing evaluation of CA Dashboard results
* Financial assistance with district-directed professional learning
* Continuous improvement strand in alignment with LCAP development
* Support designing and implementing a MTSS

SCOE team(s) will provide individualized Differentiated Assistance to those Siskiyou county districts identified for such services using processes and tools aligned to the Carnegie Foundation research and training provided through CCSESA around Improvement Science.

## Solano

The Solano County Superintendent of Schools will collaborate with the California CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support LEAs within the county implementing LCAPs in the following ways:

* Solano County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Deputy Superintendent of Educational Services and Student Programs and Senior Director of District and School Support participate in the CCSESA CISC.
* The Deputy Superintendent of Educational Services and Student Programs, Senior of District and School Support, Senior Director of Student Programs, Director of College and Career Readiness (and other program administrators as appropriate) participate monthly in the CISC Region IV CILC (Curriculum and Instruction Leadership Council) subcommittee.
* The Deputy Superintendent of Educational Services and Student Programs and Senior Director of District and School Support (and other program administrators as appropriate) participate monthly in the Bay Area Consortium for Student Success (Geo Lead) meetings.
* The Executive Director, Specialized Services and Director of Special Education participate in the CCSESA subcommittee SEACO (Special Education Administrators of County Offices).
* The Deputy Superintendent of Educational Services and Student Programs and Senior Director of Student Programs, attend the CCSESA committee SPSSC.
* The Educational Services Team Members attend State and Federal Program meetings.
* The Educational Services team and County Superintendent partner with CCEE with a Solano County district through AB1840 and a request by the county and district superintendents for a collaborative partnership with CCEE.

The Solano County Superintendent of Schools supports all LEAs within Solano County by:

* Providing professional learning and customized support.
* Providing support and training related to the Local Control Accountability Plan (LCAP) and other related plans.
* Providing support with curriculum and instruction, assessment and accountability, college and career readiness, social-emotional learning and wellness, equity, etc.
* Supporting districts with access to professional learning, planning, and thought partnership related to high quality instruction, meaningful student engagement, expanding learning opportunities, connecting with families, and accelerating learning, etc.

The Solano County Superintendent of Schools supports districts identified for technical assistance and additional support by:

* Providing Differentiated Assistance focused on systems, programs, policies, and practices related to improving student outcomes on the California School Dashboard and local indicators for identified student groups.
* Providing support focused on building district capacity to support schools and students using Improvement Science with a continuous improvement lens.
* Working collaboratively with members of local school districts to address locally identified needs based on data.

## Sonoma

The Sonoma County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Statewide System of Support Convenings and virtual meetings.
* County Superintendent participates in general meetings as part of CCSESA and the California Collaborative for Educational Excellence to discuss collaborative approaches to the California Statewide System of Support for districts.
* Deputy Superintendent for Instructional Services serves as the lead for the CISC Accountability Sub-Committee and collaborates with representatives from CDE and CCEE to discuss best practices and approaches to support districts through continuous improvement.
* Deputy Superintendent and ESS Continuous Improvement Directors collaborate with representatives from other county offices, CDE, and CCEE to discuss best practices and approaches to support districts through continuous improvement.

The Sonoma County Office of Education Superintendent of Schools will support all districts and schools (Level 1 supports) within Sonoma County by:

* Facilitate and host Summer Institute- titled “Community Voices, Bold New Choices” - to act boldly in confronting the challenges being faced by our students, examine our systems and our individual and collective role in contributing to these challenges, and begin the essential work of building more responsive and more human systems.
* LCAP Workshops to support the development and refinement of district planning processes through a joint collaboration with Educational Support Services (ESS) and Business District Fiscal Support Services.
* Facilitate professional learning networks focused on building capacity to engage in continuous improvement to improve student outcomes (e.g., *Sonoma Summer Summit*, MTSS Series for district/school teams; *Math Lesson Study Collaborative*; *K12 Strong Workforce Improvement Community*; *Pathways Improvement Network - Admin Track*; *Youth Truth Cohort*)
* Facilitate professional learning opportunities focused on specific instructional needs (ELD Standards Institute, Science of Reading, Equity and UDL)
* Facilitate job-alike professional learning networks and communities of practice (e.g., Curriculum and Instruction Network, Site Administrator Network - Elementary & Secondary, Chief Business Officials, Multilingual Learner Collaborative, Young Learner Network, Science Teacher Leadership Collaborative; Math Teacher Fellowship; History Teacher Fellowship, including Seal of Civic Engagement and Ethnic Studies; SWITCH Community of Practice; Teacher-on-Special Assignment Community of Practice, Data Visualization Network, etc.)
* Provide opportunities for enhancing student learning experiences (Environmental Justice Coalition; STEAM Showcase; Robotics; Five Minute Film Festival; SWITCH Electrical Vehicle Competition)
* Facilitation leadership development professional learning opportunities (Instructional Leadership Academy; Instructional Leadership Academy 2.0; Teacher Leadership Certification Program; Title III Consortium; Unconscious Bias Leadership Development; etc.)
* Custom services aligned with district goals and student learning needs
* Providing fiscal and oversight support to district business staff by assigning fiscal advisors to work with ESS on joint LCAP communications with districts throughout the LCAP review and approval process.
* Facilitating discussions with business staff at workshops and training to ensure that district business staff are participating in program conversations and meetings focused on student achievement.
* Building capacity for performance-based budgeting to strengthen/leverage the ability to financially support all LCAP goals/actions/services in the long term, while remaining fiscally stable.
* Providing administrative workshops on understanding data systems, including CalPads, attendance systems, and data analytics.

The Sonoma County Office of Education Superintendent of Schools will support districts eligible for technical assistance (Level 2 supports) within Sonoma County by:

* Facilitate shared learning sessions to bring together district teams to build capacity for improvement work, including analysis of dashboard data, local data, root causes for performance gaps, and development of an aim based on an inquiry process.
* Facilitate the district team’s time together and time between meetings to understand a root cause(s) of the problem in one identified area through the use of various Improvement Science tools.
* Identify and provide content experts and resources to provide support to district teams in developing change ideas to address problems of practice.
* Coaching support for district teams to test and implement changes in their local settings and collect data to gauge impact.
* Provide professional learning opportunities to build capacity to engage in continuous improvement (see Professional Learning Network opportunities listed above).
* Coaching support for improvement processes
* Support for data analysis and data visualization

## Stanislaus

(A) The Stanislaus County Office of Education provides ongoing guidance, support, and technical assistance to School Districts through the Stanislaus LCAP Professional Learning Network. The Stanislaus LCAP PLN meets monthly from August to June to support School Districts in their LCAP development process. This network was established in 2013-2014 with the implementation of LCFF and the LCAP. The Stanislaus LCAP PLN serves as part of the Level 1 technical assistance for all School Districts in Stanislaus County. The Stanislaus LCAP PLN will continue to meet in the coming year.

 (B) The Stanislaus County Office of Education provides additional technical assistance to School Districts and Schools identified for Differentiated Assistance (DA), CSI, and ATSI in the county. The Stanislaus County Continuous Improvement Support Team works alongside the School District Team to complete a comprehensive needs assessment, engage with stakeholders, and develop a support plan uniquely tailored to the needs of eligible districts and schools.

## Sutter

The Sutter County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), and Geographic Lead Agencies Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Sutter County Superintendent of Schools participates in quarterly CCSESA CISC meetings.
* The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction, and Accountability attend bi-monthly CISC meetings.
* The Senior Director of Curriculum, Instruction, and Accountability attends State and Federal Program Meetings.
* The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction attends quarterly Statewide System of Support Meetings.
* The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction participate in monthly Geographic Lead Meetings.
* The Assistant Superintendent of Educational Services and the Senior Director of Curriculum, Instruction serve on the CCFAC Executive Advisory Committee and participate in the Equity, English learner, Data, Improvement/Implementation Science, Accelerating Learning, and Small COE huddles.

As we transition back to full-time, in-person instruction after nearly one and a half years of a pandemic, support for districts will pivot as necessary to meet the short and long term needs of LEAs within Sutter County. Sutter County Superintendent of Schools will provide supports for all LEAs within Sutter County in the following areas:

Accountability

* Provide LCAP guides, resources, professional development and technical assistance.
* Provide LCAP feedback and support through the approval process.
* Provide training and support for the LCAP Template.
* Provide support and advisement related to state and federal program requirements.
* Provide Williams monitoring and support.
* Provide State and Federal plan guides, resources, professional development, and technical assistance.

Professional Development, Services and Supports

* Provide curriculum framework and adoption toolkit training.
* Provide targeted professional learning opportunities to address identified LEA needs.
* Facilitate Homeless/Foster Youth Services Network and provide support.
* Provide mental health support professional learning including suicide prevention training.
* Embed continuous improvement process and activities into countywide learning networks.
* Facilitate Social Emotional Learning (SEL) Community of Practice
* Provide ongoing technical assistance through the Health Education Framework (HEF) Community of Practice
* Facilitate Professional Learning Community (PLC) for small district Principal/Superintendents
* Provide professional learning on Addressing Learning Loss and Accelerating Learning as a result of COVID-19 school closures

The Sutter County Superintendent of Schools will support districts identified for technical assistance by:

* Implementing a cross-departmental differentiated assistance team (SELPA, Curriculum, Instruction, and Accountability (CIA) and Student Support and Outreach (SSO).
* Providing continuous improvement process coaching and facilitation.
* Facilitating local state and data analysis.
* Facilitating LEA Self-Assessment.
* Facilitating root cause analysis for 1-2 focus areas.
* Facilitating development of change ideas and identifying evidenced- based practices and intent.
* Supporting implementation of change ideas with content specific coaching support.
* Supporting integration of differentiated assistance process with LCAP Goals and Measures of Progress and any other state level plans.
* Supporting strategic planning and scaling of efforts.
* Providing an action plan and summary report.
* Providing progress monitoring and follow up support.
* Building district capacity for continuous improvement through ongoing coaching and professional development.

## Tehama

1. Collaboration with the California Collaborative for Excellence in Education shall include, but not be limited to:
	1. Publicizing CCEE training and activities with Tehama districts
	2. Including CCEE resources and services with all Differentiated Assistance recommendations
	3. Participating in CCEE feedback sessions and surveys
2. Collaboration with the California Department of Education shall include, but not be limited to:
	1. Active participation with the following CDE departments and agencies:
		1. Federal Programs
		2. Instruction Division
		3. Assessment and Accountability Division
		4. Fiscal Services
	2. Technical assistance from the Local Agency Systems Support Office
3. Collaboration with other COE Superintendents shall include, but not be limited to:
	1. Active CCSESA participation
	2. Active participation in all CCSESA Subcommittees:
		1. CISC
		2. BASC

Level I Technical Assistance:

* Tehama County Department of Education (TCDE) Department Goals will address the Level I district and school technical assistance to be provided by that department. Such service will be aligned to the district-identified needs and related to the district LCAP when appropriate. Such services will include, but not be limited to:
	+ professional development,
	+ group facilitation,
	+ job alike collaboration and information sharing (Superintendents’ Council, Co-op meetings, CBO work sessions, attendance clerk consultation, etc.),
	+ fiscal and budget support,
	+ data compilation, display and cleansing,
	+ linkages to local, state and federal resources for the benefit of children and families.

Level II Differentiated Assistance:

* TCDE staff will provide assistance to district and school personnel on CA Dashboard status, analysis and data display. Additionally, TCDE staff will assist districts identified for Differentiated Assistance in compiling and digging deeper into local data with the goal of identifying “root cause” for a specific indicator performance.
* TCDE team(s) will provide individualized Differentiated Assistance to those Tehama districts identified for such services using processes and tools aligned to the Carnegie Foundation research and training provided through CCSESA around Improvement Science.

## Trinity

Steps we plan to take to collaborate with the CCEE, the CDE, and other county superintendents of schools (CSS) to support school districts and schools within the county in implementing the provisions of this article.

* Our County Superintendent of Schools, Deputy Superintendent, Assistant Superintendent of Special Education, Director of Educational Services, and our Educational Data Technician participate in GEO Lead meetings.
* Our Curriculum & Instruction Steering Committee representatives meets on a regular basis with his counterparts in Region 2 to share best practices and learn from each other.
* Our Deputy Superintendent and Director of Educational Services lead our professional learning network community which includes our Co-Op school districts along with one charter school. Work group sessions are offered for LCAP support, continuous improvement, CA Dashboard, and localized data analysis. Continue and sustain Trinity County Professional Learning Network initiated by CCEE grant funding from 2017-2020.
* Our entire differentiated assistance team attends varying committees, meetings, and groups statewide where CDE disseminates information. We also participate in the Tuesdays at 2 webinars and collaborate with CDE consultants on a regular and as needed basis via phone and e-mail.

Level II: Differentiated Assistance

Assist districts in implementing and monitoring impact of actions identified in LCAP that address root cause.

1. Continue the working relationship between district superintendent/designee, Differentiated Assistance Team, and Director of Educational Services to discuss learnings, implementation, and impact (as measured by leading indicators).
2. Meet regularly with district Differentiated Assistance team to share successes and challenges with implementation, review data (leading measures), and determine next steps.
3. Provide data displays that include both leading and lagging indicators that allow districts to track the leading indicators on a weekly/bi-weekly basis throughout the school year.
4. Provide customized support in area district identifies as a need, based on root cause analysis, from TCOE staff (up to 20 days per district). Support will be scheduled based on district need, staff with expertise and availability. The Professional Learning plan will be jointly developed with TCOE Differentiated Assistance Team and district leadership y fall annually.
5. Coordinate, facilitate, host & cover costs associated with a Professional Development opportunity that addresses a significant common need identified through the DA process with districts. This PD would need to be included as an action within districts’ LCAP.
6. Match a school/district for a learning visit with a similar school/district that is a “bright spot” or positive “outlier” in terms of student outcomes with a specific State Indicator or student group.

Support districts identified for Differentiated Assistance in the review of data to determine strengths, weaknesses, and potential areas of focus.

1. Create data displays that disaggregate state indicators in the search for bright spots and potential areas of focus.
2. Work with district leaders to review current year data to determine if actions put in place within the are already showing a change in student outcomes.

Facilitate the district team’s time together and time between meetings to understand the cause(s) of the problem in one identified area through the use of various Improvement Science tools.

1. Work with district superintendent or designee to develop a work plan/approach for identifying cause and potential actions to address the cause using the LEA Self-Reflection Tool, the SWIFT Center Fidelity Integrity Assessment, and/or Improvement Science tools.
2. Meet regularly with district team to share learnings and gather input/perspectives in the analyzing of causes and realities to get to root cause(s).
3. Identify Improvement Coach for each district team to work with district superintendent/designee between district team sessions to assist the approach/ process to gather additional information/perspectives to bring to the upcoming team sessions.
4. Develop agendas for each district team meeting, with input from district superintendent/designee.
5. Create and distribute notes and resources from each meeting with district team on virtual collaboration platform.

## Tulare

The Tulare County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), Geographic Lead Agencies as well as System of Support (SOS) Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Tulare County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent, IS, Administrator for Educational Resource Services, and Leadership Support Services Administrator meet monthly with Region 7 C&I leaders.
* The Assistant Superintendent, IS and Administrator for Educational Resource Services, meet bi-monthly with C&I leaders across the state at CISC meetings.
* The Assistant Superintendent, IS, serves on the CISC Assessment and Accountability Subcommittee.
* Leadership Support Services Administrators attend State and Federal Program Meetings.
* The Assistant Superintendent IS, and staff attend quarterly Statewide System of Support Meetings.
* The Assistant Superintendent IS and staff facilitate monthly Geographic Lead Meetings.
* The Region 7 EL Specialist serves as the Title III COE Liaison within the CA Statewide System of Support.

The Tulare County Office of Education Superintendent of Schools will support all districts and schools within Tulare County with Level 1 foundational support for ALL LEAs to provide resources and tools in order to improve student performance and narrow disparities among student groups by providing:

* Bi-Annual On-Site Consultation
* Draft LCAP Feedback and Support
* LCAP Guides and Electronic Resources
* LCAP Office Hours each spring
* Support/Assistance with LCAP Template and E-Template
* Support/Assistance with LCAP Federal Addendum
* Support and Advisement related to Federal Title Program Requirements
* Learning and Leadership Forum (partnership w/ERS)
* Professional Learning Networks
* Technical Trainings related to LCFF/LCAP/Accountability System
* Updates at Monthly Business Meetings
* Dashboard Data Reports
* Email Notifications with Important Events/Deadlines/Program Updates
* Quarterly Local, State and Federal Directors’ Meetings
* Attendance Supervisor Training and Certification
* Professional Development specific to Eight State Priorities and/or Student Groups
* SPSA Development Support in Alignment with LCAP

The Tulare County Office of Education Superintendent of Schools will provide Level 2 support districts identified for technical assistance by providing Individually designed Differentiated Assistance determined by performance on the Dashboard to include facilitation of the identification of the LEA’s strengths and challenges. This process will utilize a continuous improvement model in order to address identified performance issues and disparities among student groups.

* Dashboard Analysis and Review of Local Data Facilitation
* Facilitation of a Self-Assessment with the LEA
* Root Cause Analysis of a System Outcome
* Consolidation of Learning and Summary Report
* Research and Theory Development
* Implementation and Measurement of Change within the System
* Integration of LCAP Goals and Measures of Progress
* LCAP feedback related to technical assistance support
* Strategic Planning on Scaling Efforts
* Extended Voluntary Follow-Up Support for Eligible Districts
* Customized Coaching Support based on identified needs in systems analysis including:
	+ Improvement Science Capacity Building
	+ Sponsorship of Networked Improvement Community Participation
	+ Multi-Tiered System of Support
	+ System Data Collection and Analysis (Empathy interviews, Learning Walks, etc.)
	+ Continuous Improvement Coaching

Tulare County School Districts identified for technical assistance electing to seek technical assistance from a provider other than TCOE will demonstrate activities related to identification of strengths and needs within a collaborative process to research and implement effective programs. Districts will provide documentation of such activities through an interactive note-taking/documentation process, allowing district teams to record their observations, learnings, and next steps within the improvement process. Tulare County school districts will

* Record observations regarding performance and growth for their dashboard data in regard to the state and local indicators as well as other local data chosen by the district in relation to student performance in the eight state priority areas.
* Consider how they will best involve local stakeholders in further review of student outcomes.
* Chart and record their course for improvement through a facilitated self-assessment and determine next steps for further investigation into a system problem.
* Document specific actions taken in regard to addressing poor student outcomes within their Local Control Accountability Plan.

## Tuolumne

The Tuolumne County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Tuolumne County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Deputy Superintendent and Directors, meet several times a year with Regional leaders.
* The Deputy Superintendent, and Director, DA, meet with C&I leaders across the state at CISC meetings.
* The Deputy Superintendent attends State and Federal Program Meetings.
* The Deputy Superintendent attends quarterly Statewide System of Support Meetings.
* The Deputy Superintendent C&I attends monthly Geographic Lead Meetings.
* Director of LEA Services (2) attend COFS and other business-related meetings at the state level.
* Deputy Superintendent attends BASC meetings.
* Executive Director, SELPA participates in State SELPA meetings.
* Assistant Superintendent attends the SPSCC meetings.

The Tuolumne County Superintendent of Schools will provide supports for all LEAs within Tuolumne County in the following areas:

Continued schools’ guidance and support to address safety to keep schools open

* Provide tools and resources to support to keep schools open and develop tools to address learning loss.

Learning Loss Mitigation

* Provide professional development and technical assistance.
* Continue to facilitate meetings to support professional learning.

Accountability

* Bring district teams together for shared learning to understand gaps and underlying causes.
* Embed continuous improvement process into all learning networks including Superintendents Monthly meetings, Site Administrator meetings, Student Support Services meetings (quarterly), and EdLaw (Monthly).
* Provide curriculum framework, instructional materials adoption, and standards implementation training.
* Foothill Continuous Learning Network - community of practice, district teams invited to come to monthly sessions.
* Target professional learning opportunities towards needs of districts and identifying promising practices.
* Provide mental health support and professional learning including suicide prevention training.
* Offer Differentiated Assistance learning cycle to all districts.
* Facilitate small district professional learning network.
* Assign coach for Level 1 support in mathematics, STEM, and best practices in instructional distance learning.

The Tuolumne County Superintendent of Schools will support districts identified for technical assistance by:

* Support districts with 10 full days of support using improvement science.
* Create action plan for implementation of PDSA cycles.
* Provide coaching support to help district implement and give feedback on the action plan.
* Support during a year-long process from dashboard to dashboard.
* Create liaisons between support services department and other departments that provide services to provide specific support, narrowed focus, content specific improvement specialists.
* Support strategic planning and scaling of efforts.
* Provide action plan and summary report.
* Provide progress monitoring and follow up support.
* Build district capacity for continuous improvement through ongoing coaching and professional development.

## Ventura

The Ventura County Office of Education will collaborate with the CCEE, the CDE, other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Ventura County Superintendent of Schools participates in quarterly CCSESA meetings.
* Associate Superintendent, Directors of Local District Support Services, Director of Instructional Support, Executive Director Educator Support and Effectiveness, Director of Early Learning Programs meet regularly with Ventura County school leaders.
* Associate Superintendent, Executive Director of Curriculum & Instruction, Directors of Accountability & Continuous Improvement, meet bi-monthly with instructional leaders from across the state at CISC meetings.
* VCOE Mathematics Support Provider is a member the Mathematics Subcommittee.
* Directors of Local District Support Services, Associate Superintendent, Educational Services partner with CCEE to facilitate CA System of Support access to participating districts.
* Directors of Local District Support Services, Associate Superintendent facilitate and attend CCSESA LCAP workshops and calibration calls.
* Directors of Local District Support Services, Associate Superintendent attend State and Federal Program Meetings.
* Associate Superintendent attend regional arts meetings as the Region 8 lead.
* Directors of Local District Support Services, Associate Superintendent, Director of Instructional Support Services SELPA designee attend monthly Geographic Lead Meetings.

The Ventura County Office of Education will support all schools and districts within Ventura County by (Level I):

* Supporting LEAs throughout the year in the development of their LCAP and/or any additional required Mid-Year supplemental plans through offering professional learning workshops and individual LEAs trainings throughout the year.
* Providing workshops at no cost that include a broad access to continuous improvement tools, strategies & processes (Targeted LCAP training: English Learners, Foster Youth, Homeless/Low Income, Targeted training on COVID-19 One Time plan templates, Monthly State and Federal Directors Network)
* Targeting professional learning opportunities to the specific needs of districts
* Facilitating professional learning networks

The Ventura County Office of Education will support schools and districts identified for technical assistance by (Level II):

* Planning, facilitating, and evaluating root cause analyses
* Convening school and district personnel for California School Dashboard analyses (technical and adaptive trainings)
* Providing support for school leaders and communities identified under ESSA (CSI, TSI, ATSI)
* Providing individualized guidance to inform district strategic planning
* Creating a hub of support services between Educational Services, VCOE branches, and SELPA that provide specific supports (i.e., narrowed focus, content specific improvement specialists, and/or student group supports)
* Aligning technical support with SELPA compliance monitoring and review, to enhance and reduce redundancy among technical assistance efforts

## Yolo

The Yolo County Superintendent of Schools will collaborate with the CCEE, the CDE and other county superintendents (CCSESA) to support school districts and schools within the county implementing LCAPs in the following ways:

* Yolo County Superintendent of Schools participates in quarterly CCSESA meetings.
* The Associate Superintendent and Executive Director of Equity and Support Services meet monthly with Region 3 Curriculum and Instruction, and Student Programs and Services leaders.
* The Associate Superintendent, Executive Director of Equity and Support Services, and Director of Teaching and Learning meet bi-monthly with leaders across the state at CCSESA CISC meetings.
* The Associate Superintendent and Executive Director of Equity and Support Services lead the North Central Counties Professional Learning Network (NCCPLN), which includes districts from Colusa, Yolo, and Yuba counties.
* The Executive Director of Equity and Support Services attends State and Federal Program Meetings.

The purpose of this support is to help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and effectively address disparities in opportunities and outcomes including:

* Working collaboratively with districts to support areas of need
* Building capacity through local decision making
* Engaging in a continuous cycle of improvement
* Fostering systematic collaboration
* Building a culture of co-learning and reflective inquiry
* Promoting a climate of candor, evidence, and urgency to act
* Improving student outcomes that lead to sustainable change

## Yuba

The Yuba County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents (CCSESA), Geographic Lead Agencies as well as SOS Lead Agencies to support DISTRICTs within the county implementing LCAPs in the following ways:

* Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent, Instruction, and Director, Curriculum & Instruction, meet monthly with Region 3 C&I leaders.
* The Assistant Superintendent, Instruction, and Director, Curriculum & Instruction, meet monthly with the CCFAC the Geographic Lead Agency Group for the area.
* The Assistant Superintendent, Instruction serves as an Advisory Member and meets monthly with the CCFAC Advisory Group.
* The Assistant Superintendent, Instruction and Director, Curriculum & Instruction, meet bi-monthly with Curriculum and Instruction leaders across the state at CISC meetings.
* The Director, Curriculum & Instruction attends State and Federal Program Meetings.
* SELPA implements statewide SELPA Content Lead Grant building statewide capacity between SELPA, county offices and LEAs.
* Director, SELPA participates in State Disproportionality Workgroup.
* Director, SELPA participates in State Compliance Committee.
* Director, SELPA participates in the State SELPA System of Support Committee.
* Director, SELPA participates in State SELPA meetings.
* Director SELPA serve on the California UDL Coalition.
* YCOE staff lead or participate in CCFAC workgroups for: UDL, data, attendance, improvement science.
* Director Business Services attends BASC Meetings.

Due to the continued need to respond to the on-going impact of COVID-19, support for districts in 2022-2023 will continue to adapt as needed to meet the short and long term needs of LEAs within Yuba County. The Yuba County Office of Education Superintendent of Schools will provide supports for all LEAs within Yuba County in the following areas:

Accountability

* Providing resources, technical assistance, feedback and support for all state and federal compliance plans.
* Providing LCAP resources, professional development and technical assistance.
* Providing LCAP feedback and support through the approval process.
* Providing training and support for revised LCAP Template and LCAP Federal Addendum.
* Providing support related to state and federal program requirements.
* Providing ESSA support and technical assistance.
* Providing Williams monitoring and support.

Professional Development, Services and Supports

* Providing curriculum framework and adoption toolkit training.
* Providing targeted professional learning opportunities to address identified LEA needs.
* Providing training support in the implementation of the data dashboard.
* Facilitating professional learning on the MTSS and UDL frameworks.
* Facilitating Attendance Supervisor Training and Certification, technical assistance and attendance systems support.
* Coordinating Homeless/Foster Youth Services and providing support.
* Providing mental health support professional learning including suicide prevention training.
* Embedding continuous improvement process and activities into Yuba County PLN.

The Yuba County Office of Education Superintendent of Schools will support districts identified for technical assistance by:

* Implementing Yuba County System of Support Team and Yuba County Professional Learning Network.
* Providing distance learning resources, support and technical assistance.
* Providing continuous improvement process coaching and facilitation.
* Facilitating local data analysis.
* Facilitating LEA Self-Assessment.
* Facilitating root cause analysis for 1-2 focus areas.
* Facilitating development and implementation of change ideas.
* Supporting integration of differentiated assistance process with Learning Continuity and Attendance Plan and LCAP Goals and Measures of Progress.
* Building district capacity for continuous improvement through ongoing support and professional development.

California Department of Education

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