



# Item #3: Update on the Development of California's System of Support for Local Educational Agencies and Schools

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California State Board of Education Meeting

September 13, 2017



**TOM TORLAKSON**  
State Superintendent  
of Public Instruction

# Agenda

- Shifts in California's Approach to Improvement
- Previous School and District Change Efforts
- Stakeholder Feedback
- Elements of California's System of Support
- Examples of Fall 2017 Support for Districts
- Further Discussion on Support Beyond Fall 2017



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# System of Support Goal

To assist LEAs and their schools meet the need of ***each student served***, with a focus on **building capacity to sustain improvement and effectively address inequities** in student opportunities and outcomes.



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# Shifts in California's Approach to Improvement

	Education Improvement Before LCFF	Education Improvement After LCFF
1	Top down transactional exchanges focused on schools in isolation	Support providers work alongside LEAs and their schools to identify key challenges and opportunities
2	Packaged approaches for interventions	Systemic approach tailored to locally identified needs and strengths
3	Isolated team decision making	Engaging with local educators and communities as part of decision making
4	Redundancy and contradictions across state and federal programs	Streamlined and coherent expectations for LEAs across state and federal programs
5	Assistance disconnected from local priorities and focus	Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the Local Control and Accountability Plan (LCAP)



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# Previous School and District Change Efforts

Past improvement efforts “report positive results, but generally showed a lack of overall, sustained effect when compared to a control group.”

## Recommendations

- Build district capacity to support schools, rather than focus on schools alone.
- Balance standardization with customization by allowing differentiation for contextual differences.



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# Stakeholder Feedback

- Assistance conducting needs assessments, developing action plans and monitoring for implementation
- Assistance with, and protected time for, data analysis
- Sharing of best practices that target identified student groups and consultation on implementation ideas
- Networking with other LEAs with similar demographics and opportunities for feedback from other LEAs
- Support with understanding how to measure program effectiveness



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# Elements of California's System of Support

- **Pathways to Support and Assistance:** At least three pathways to differentiated assistance.
- **Initial Outreach to LEAs:** Initial communication by county supt. and joint notification from state agencies.
- **Needs Assessment and Analysis of Student Outcomes:** Support LEAs and stakeholders to identify underlying cause of challenges and options.
- **Support to Districts and Schools to Improve Student Outcomes:** The LCAP is a primary source that identifies needs, goals, and outcomes.



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# Examples of Fall 2017 Support for Districts

- The Evolution of County Collaboration to Support the LCFF/LCAP Implementation
- Sacramento County Office of Education
- Kern County Office of Education
- California Collaborative for Educational Excellence
- California Department of Education





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# The Evolution of County Collaboration to Support the LCFF/LCAP Implementation

## **2013-14**

- LCFF Calculator
- LCAP Approval Manual

## **2014-15**

- Revised Template
- Financial challenges: ROCP maintenance of effort

## **2015-16**

- State allocates \$20 million/year in one-time funds
- Calibration workshops



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# County Collaboration to Support LCFF/LCAP

## 2016-17

- Revised template
- Rubrics and dashboard adopted
- Extensive county training
  - Four full days
  - All county offices
  - Collaborative content development and review
  - CCEE-funded regional leads



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# County Collaboration to Support LCFF/LCAP

## 2017-18

- Technical assistance required
- Cross Agencies Planning
- Continuous Improvement workshops
- Guidance Regarding Students with Disabilities



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# The Experience in One County

Dr. Ed Manansala  
El Dorado Superintendent of Schools



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## Big Idea:

Students thrive with expert teaching and top quality support services

SCOE and its LEA partners collaborate to use LCFF/LCAP to foster continuous improvement in providing high-quality teaching and learning in every classroom and wrap-around student support.

## LCAP Support and Assistance

David W. Gordon, Superintendent  
September 13, 2017



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## **LCAP empowers sustainable continuous improvement for each school community:**

- Sustained focus on improved teaching and learning in every classroom
- Customized, research and data-informed technical assistance
- Community-based, shared responsibility and innovation in delivering student support services
- Continuous Improvement through collaborative learning networks

### **Continuous Improvement yields results for EACH STUDENT**

High-quality teaching and learning  
Timely, targeted interventions  
Nurturing school district and community  
environment  
Wrap-around student support services



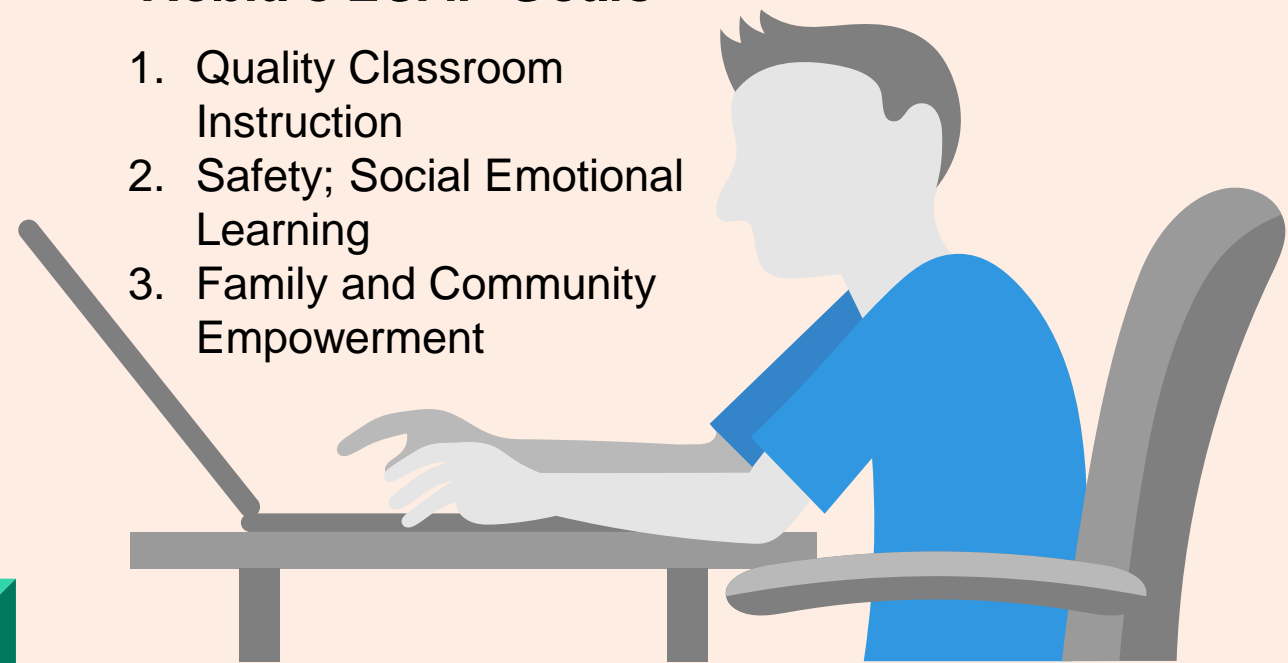
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# SCOE/Community Pilot: Partnership with Robla School District

Robla  
Community  
Vision  
Student  
Success

## *Robla's LCAP Goals*

1. Quality Classroom Instruction
2. Safety; Social Emotional Learning
3. Family and Community Empowerment



SCOE /  
Community  
Partnership  
PROVIDES:

- Early Learning
- Training for all Teachers and Administrators
- Social Worker to guide wrap-around student services
- AVID for Elementary Schools
- Dynamic Data Systems
- Accessible Student Healthcare



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# KCSOS Model of Support

Since the implementation of the Local Control Funding Formula, the Kern County Superintendent of Schools office (KCSOS) has intensified its efforts to support Kern's 47 school districts with a new, highly-collaborative model of support tailored to meet the unique needs of each district.

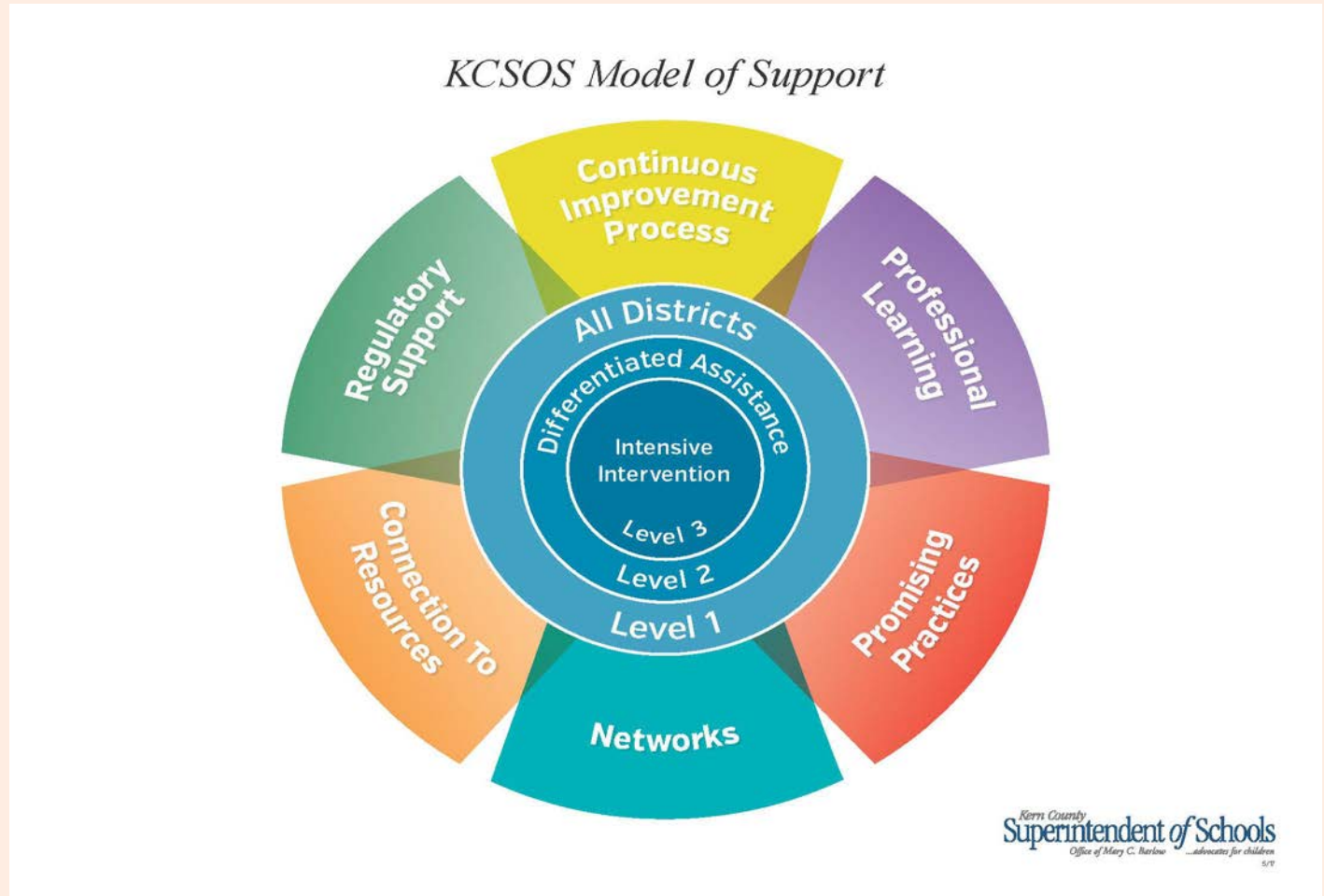
- Redesigned Instructional Services Division to align with district priorities; redeployed staff and hired a team of experts in continuous improvement.
- Improved collaboration to develop a truer understanding of individual district needs and ensure authentic differentiated assistance.
- Built internal and district capacity around cycles of inquiry and systems leadership.
- Created multiple Learning Networks of district educational leaders to ensure:
  - Collaborative, data driven inquiry utilizing the CA School Dashboard
  - More rigorous, ongoing monitoring of plan implementation
  - Contextualized support for districts eligible for differentiated assistance
- Piloting Continuous Improvement Process (CIP) with districts and internal programs based on Harvard's Public Education Leadership Project (PELP).



# KCSOS Model of Support



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## Guiding Principles:

- Support based on localized, contextual needs of LEAs
- Focus on building capacity and co-learning
- Data and research-based decisions

# KCSOS Model of Support



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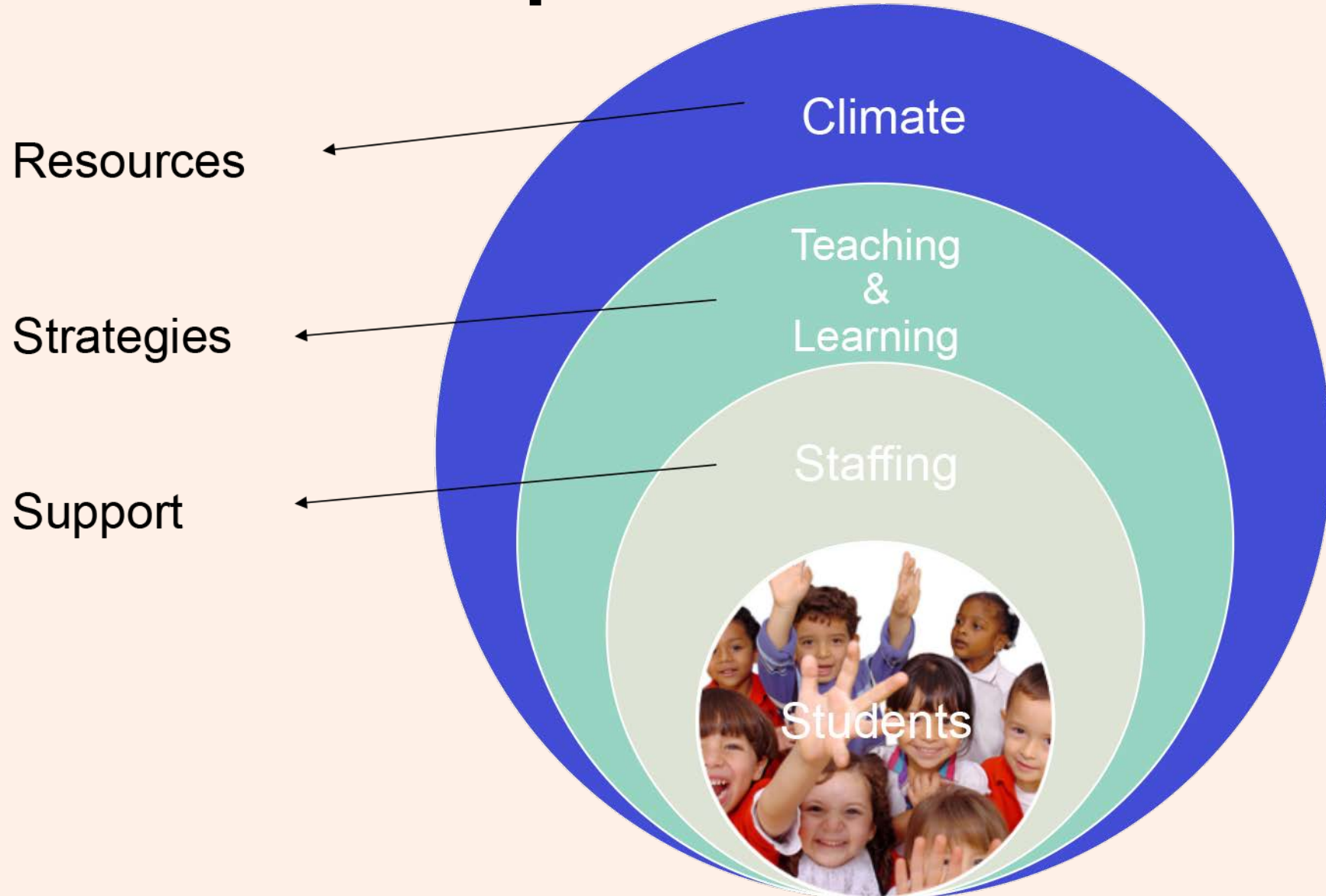
**Our comprehensive model of support consists of six key areas:**

- **Continuous Improvement Process** — Teams of LEA stakeholders participate in a series of trainings to help them identify a problem, analyze root causes, and develop an action plan for improvement.
- **Professional Learning** — developed based on analysis of countywide student outcomes on state priorities and LEA local priorities.
- **Promising Practices** — KCSOS facilitates the sharing of best practices on state priorities amongst LEAs.
- **Networks** — “Job Alike” meetings that focus on LEA systems improvement, educational leadership, collaborative practices and LEA self selected practices: i.e. Superintendents, Instructional Leaders, Principals, Coaches.
- **Resources** — Connect LEAs to all available supports, resources and experts.
- **Regulatory Support** — LEAs are coached to successfully meet local, state and federal requirements through workshops, information bulletins, and approval of LCAPs and budgets.



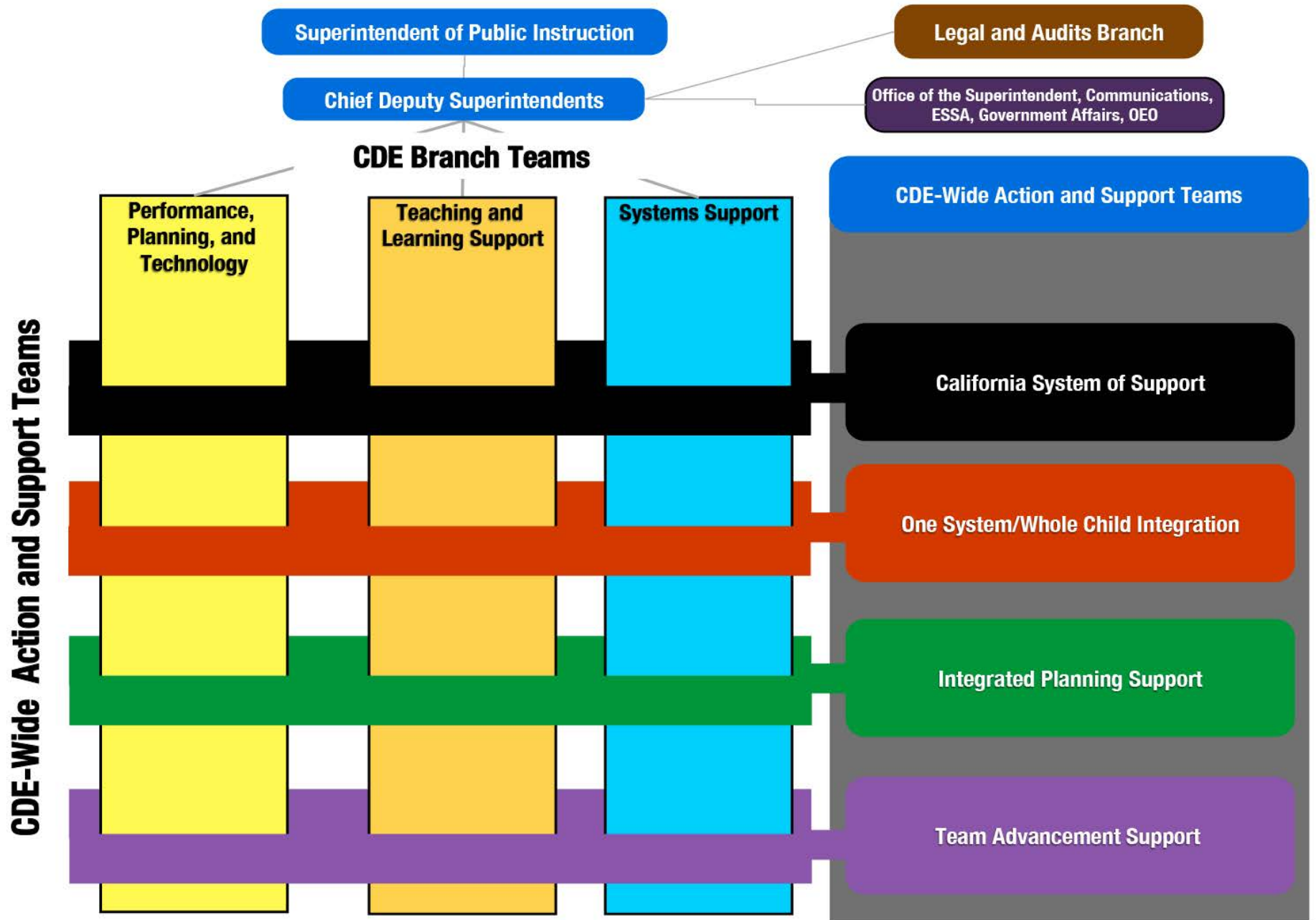
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# California Department of Education





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# California Department of Education

Impact teaching  
& learning  
through  
integrated  
support



Communication

Professional  
Learning

Continuous  
Improvement

CDE Cross  
Action Teams



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# California Collaborative for Education Excellence



**Engagement with CCEE** will focus on building capacity of participants around the **information, resources, and processes** associated with **LCFF** and lead to **evidence-based, more engaged, equity-focused decision-making** that ultimately **increases student outcomes**



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# California Collaborative for Education Excellence

- Model equity in action with evidence of change and growth
- Focus on a couple of important priorities
- Find new ways to engage empowered stakeholders and deliver on the transparency promise of LCFF/LCAP
- Become an even stronger advocate for those who are closest to kids



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# Further Discussion on Support Beyond Fall 2017

- How does the structure of the system of support ensure that LEAs can connect with resources aligned to their identified needs at the right time?
- How does the structure of the system reflect the needs of LEAs and a shift from support being done to a LEA to support working alongside an LEA?





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# Further Discussion on Support Beyond Fall 2017

- How can the system of support complement and supplement the work of county offices of education (COEs) with LEAs, in part, by leveraging or developing expertise to address identified needs across LEAs?
- How can California encourage partnerships among COEs, professional associations, LEAs, institutions of higher education, research organizations, private providers, and others to connect LEAs and schools with resources and supports responsive to locally identified needs?



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# Further Discussion on Support Beyond Fall 2017

- How will agencies involved in the system of support be held accountable for providing assistance aligned to the overall goal?
- What metrics will California identify to evaluate the effectiveness of our system of support and if it is actually supporting LEAs and students? What implication does this have for the interaction between LEAs and support providers?



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# Next Steps

- Continue gathering feedback from local educators and stakeholders on what's working.
- Continue to coordinate and align the work of each agency through the cross agency group.