The information contained in this document was provided, as is, to the California Department of Education (CDE) by the county offices of education in California. This document is posted to the CDE Web site to meet the legal requirements of California *Education Code* Section 52066(i)(4).

For more information regarding the content of this material, please contact the Local Agency Systems Support Office by phone at 916-319-0809 or by e-mail at LCFF@cde.ca.gov.

County Superintendent 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. 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 California Education Code Section 52066(i)(4).

For more information regarding the content of this material, please contact the Local Agency Systems Support Office by phone at 916-319-0809 or by e-mail at LCFF@cde.ca.gov.

Alameda

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

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

The Alameda 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 for the eligible student group

Butte

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

- Providing multiple professional learning opportunities to support implementation of multi-tiered system of support
- Facilitating multiple networks to enable shared learning
- Embedding continuous improvement processes into all learning networks
- Providing support for current adoptions and curriculum frameworks
- Providing training and coaching to support PLCs, Educational Technology, UDL, PBIS, SEL practices, etc.

- Targeting professional learning opportunities towards needs of districts. Identifying promising practices within our area or beyond.

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

- Supporting districts with 3-4 full days of support in a Continuous Improvement Institute
- Providing coaching support to help districts develop and implement an action plan based on results of data analysis
- Supporting a year-long process from dashboard to dashboard

Calaveras

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

- Bringing district teams together for shared learning to understand gaps and underlying causes.
- Embedding continuous improvement process into all learning networks.
- Target professional learning opportunities towards the needs of all districts by identifying and utilizing promising practices.
- Facilitate a leadership professional learning network.
- Provide district support in LCAP and ESSA development and approval.
- Contract with outside entities including System of Support Agencies (WestEd) and County Offices (San Joaquin COE) and private consultants to provide district and county office support.

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

- Provide districts with targeted ongoing support. Some support is begin contracted with outside System of support Agencies and other County Offices of Educations as referenced in Level I.
- Provide coaching support to help districts facilitate improvement plans based on identified needs
- Support during a year-long process from dashboard to dashboard analyzing both state and local data

Colusa

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

- Working collaboratively with districts to support areas of need
- Building capacity through local decision-making

- Engaging in a continuous cycle of improvement in all learning networks
- Fostering systematic collaboration
- Building a culture of co-learning and reflective inquiry
- Promoting a climate of candor, evidence and urgency to take action
- Improving student outcomes that lead to sustainable change
- Facilitating a Tri-County Professional Learning Network
- Facilitating Math and Science Community of Practice

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

- Supporting districts with systems analysis and identification of systems level strengths and weaknesses.
- Supporting a system approach based on identified need.
- Supporting districts with targeted professional development based on identified need.
- Supporting with the implementation of Improvement Science tools.
- Supporting during a yearlong process from dashboard to dashboard.
- Support with identifying, analyzing, understanding why disparities exist among student groups, and generating a plan of action.

Contra Costa

The Contra Costa County Office of Education Superintendent of Schools will support all districts and schools within Contra Costa County. The CCCOE will:

- Bring district teams together for shared learning to understand gaps and underlying causes.
- Embed continuous improvement process into all learning networks and subcommittee meetings
- Provide curriculum framework training including EL Roadmap Launch and Implementation Support and support materials evaluation processes
- Target professional learning opportunities towards needs of districts, identifying promising practices
- Host an Improvement Science Network for district teams to increase knowledge and proficiency in Continuous Improvement tools and strategies.
- Facilitate subcommittee meetings in the areas of Science, Math, English Language Arts/ English Language Development, Assessment/Data, Ed Tech, Social Emotional Learning and support for English Learners
- Provide a Math Collaborative with training for teacher leaders and coaches
- Organize a county-wide Social Emotional Learning Symposium
- Offer Multi-tiered Systems of Support training for school site teams
- Provide Universal Design for Learning training

The Contra Costa County Office of Education Superintendent of Schools will support districts identified for technical assistance. The CCCOE will:

- Support districts in the continuous improvement process by analyzing data and conducting root cause analysis in order to generate a theory of action.
- Create an 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.
- Provide resources that include evidenced-based practices and statements of model practices.

El Dorado

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

- Provide a structure for teacher-influencers from each district to learn about and implement Universal Design for Learning (UDL) in their classrooms as part of a multi-year initiative working with CAST.
- Partner with Michael Fullan to examine systems of support within the county, create strong feedback loops and focus collective work around teaching and learning.
- Offer Improvement Science training to all districts in order to build their capacity to utilize the framework.
- Establish cohort of 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- coordination with CIA and SELPA
- Provide training to support districts with the selection of standards-aligned materials
- Continue the Rural Professional Learning Network and focus on issues identified on the dashboard for areas of focus and need.

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

- Support all identified districts with a minimum of eight (8) days of support using a blended cohort model following the CCSESA Differentiated Assistance Facilitation Guide.lysis

- Provide coaching support to help districts implement action plans and give feedback on progress.
- Braid together various accountability processes, (e.g. DA, PIR, WASC, CSI/ATSI/TSI, DisPro, DINC), and create a liaison between departments 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 throughout the year in the development of their LCAP and Annual Review plans through offering professional learning workshops and individual LEAs visits throughout the year.
- Providing the following workshops and network meetings (free of charge): LCAP development, Categorical Network, Counseling Network, Assessment Network, CALPADS Network, Curriculum Network, District Technology Leads Network, English Learner 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, and meetings) regarding the LCAP template, 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, 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 team which is made up of members from the following departments: Differentiated Assistance, LCAP and Compliance, Assessments and Accountability, Curriculum and Instruction, Special Education, Student Intervention and Prevention, Pupil Personnel Services/Foster Youth Educational Services, and the Deputy Superintendent of Educational Services that includes
  - o A data deep dive
  - o An analysis of the system
  - o An identification of the problem
  - o A Root Cause Analysis

  in order to develop a plan of action that will improve services to the student group(s) which provided eligibility for Differentiated Assistance.
- 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

Level I Support:

- Glenn County Office of Education LCAP Review team to convene and complete consultations and review of district LCAPs in a timely manner.
- GCOE will provide support for districts on an ongoing support basis. Support to districts include:
    - o Instructional/Subject matter expertise
    - o Teacher Coaching/Lesson Study
    - o Professional Development
    - o Leadership Development
    - o Educational technology implementation
    - o Business Services

Level II Support:

- GCOE will provide technical assistance to districts when requested or required. Supports include:
    - o Data Review
    - o Root Cause Analysis
    - o Driver Diagram/Action Steps
    - o Improvement Plan Implementation

Humboldt

County Office District Support Summary (Differentiated Assistance & LCAP Support Plan) (Ed Code 52066(i)(1)

Component	Goal	Metric to Assess Progress	Action(s) to Achieve Goal
LCAP Support *Completing the review of local control and accountability plans submitted by school districts [Ed Code 52070]*	1. Review and approve all LCAPs through a timely and responsive process by September 15th	• LCAP and budget approval letters sent to each LEA by September 15th • Feedback from superintendents, superintendent-principals, C&I, and CBOs.	• Conduct joint reviews of LCAPs with School Support and Fiscal. • Conduct joint meetings with District teams and School Support/Fiscal to provide timely feedback and response on LCAPs. • Gather feedback from district LCAP teams at the end of the process, conduct needs assessments and make adjustments to process as needed.
Level I: Prevention & Support *Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.*	2. Develop a coordinated approach to providing support to districts aligned to their goals, priorities, and needs.	• Log district contacts including type of contacts, outcomes, and status • Communication with LEAs indicate positive experiences and support provided. • Feedback from district stakeholders on the quality of services/support and alignment with district goals and priorities. • Qualitative data and quantitative data on cycles of inquiry	• School Support will gather data on district goals and priorities through a review of each district's LCAP and conduct trend analysis to identify districts working on common areas of focus. • Provide custom services based on district goals, priorities and needs. • LCAP leads will meet with individual LEA leadership at least quarterly to help monitor implementation of LCAP actions and services, report state and local indicator progress with stakeholders, and evaluate, analyze, and refine LCAP goals and outcomes. • LCAP leads will host trainings and will meet with and help individual LEA leadership, at least quarterly, format, use, and present state and local data to stakeholders for better decision-making. • Participate in professional learning to build our internal capacity to provide coherent and coordinated support to districts. HCOE's LCAP team (School Support and Fiscal) will attend statewide trainings on the LCAP template. • Provide opportunities for district teams to participate in networked learning around continuous improvement focused

County Office District Support Summary (Differentiated Assistance & LCAP Support Plan) (Ed Code 52066(i)(1)

		focused on internal protocols.	on district goals, priorities and needs. Engage in Plan Do Study Act (PDSA) cycles focused on protocols and refine as needed.
Level II: Differentiated Assistance *Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.* *Providing technical assistance to each school identified for technical assistance pursuant to subdivision (c) of Ed Code 52071.*	3. 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. 4. Develop and Implement a multi-tiered service model to support districts with level one preventative supports aligned with state indicators.	• Feedback from district teams on the process. • Feedback from district stakeholders on the quality of services/support and alignment with district goals and priorities. • Qualitative data and quantitative data on PDSA cycles focused on internal protocols and change ideas. • Team meeting notes and agendas. • Analysis of synthesis of findings across districts for the purpose of identifying trends and opportunities for combined support.	**For districts who were eligible for DA in 2018-2019 the following process has been established** • 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 implement change idea. • Coaching support for district teams to test and implement changes in their local settings and collect data to gauge impact. **Districts who are eligible for or request DA beginning in 2019-2020:** • 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

County Office District Support Summary (Differentiated Assistance & LCAP Support Plan) (Ed Code 52066(i)(1)

			- 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 implement change idea. - Coaching support for district teams to test and implement changes in their local settings and collect data to gauge impact.

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

Action Steps	CCEE	CDE	CSS	Geo Region
Humboldt County Superintendent of schools will collaborate with partner agencies and share updates of our local work at CCSESA quarterly and regional Superintendent meetings.	X	X	X	X
Assistant Superintendent collaborate with representatives from other county offices, and CCEE to share best practices and approaches to support districts through continuous improvement.	X		X	
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.	X	X		X
Assistant Superintendent will attend and actively participate in COE Curriculum and Instruction Steering		X	X	

Committee (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.			X	X

Imperial

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
  - Curriculum Network Meetings
  - Projects Network Meetings
  - College and Career Indicator (CCI) Network Meetings
  - Principals' Network Meetings
- Providing curriculum framework and standards-based training in all content areas including English Language Development.
- Targeting professional learning opportunities towards the specific needs of districts.
- Identifying promising practices as related to the Dashboard Indicators.
- 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 24 hours of training and support in Differentiated Assistance 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 24 hours of training and support in Differentiated Assistance that includes:
  - Identification of aim statements and creation of driver diagrams that are connected to 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 Comprehensive Support and Improvement (CSI) schools.
- Create liaisons between the departments within the Student Services division to ensure we provide services 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 support all districts and schools within Inyo County through the following Level 1 Supports:

- Support/assistance with LCAP and LCAP Federal Addendum including draft feedback and review
- Support related to Federal Title Program requirements including Federal Program Monitoring support and School Plans for Student Achievement (SPSA)
- Email notifications and monthly newsletter with important events/deadlines/program updates
- Professional Learning and Leadership Development for teachers and administrators:
    - o California standards implementation training and support; focus areas: Math, ELA/ELD, VAPA
    - o Curriculum frameworks (focus area: Health)
    - o Instructional materials trainings; focus area: NGSS, local Paiute Shoshone and Digital Citizenship curricula
    - o Technology integration support for teachers, as requested
    - o Facilitate Professional Learning Networks (Math & Special Education)
    - o Side by side data analysis, as requested
- Multi-Tiered System of Supports (MTSS) ongoing support for cohort 3; additional trainings as requested
- Assessment support (English, Science, Math, ELPAC, CAA)
- California School Dashboard and LCAP template training including assistance with local indicators
- New teacher and administrator coaching, mentoring, and support (Induction)
- Countywide substitute teacher recruitment
- Provide prevention services including:
    - o Administration and data analysis of the California Healthy Kids Survey (grades 5, 7, 9 & 11)
    - o Tobacco-Use and Prevention Education activities
    - o 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 Differentiated Assistance (DA)

- o Using a team approach, facilitate DA meetings to review data, conduct LEA self-assessment and root cause analysis
  - o Create Plan-Do-Study-Act cycles and provide coaching support
  - o Provide on-going support on a dashboard to dashboard basis
- Assist districts in providing school level technical assistance under ESSA for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) using a continuous improvement model (see above)

Kern

The Kern County Superintendent of School will support districts and schools within Kern County with the development and implementation of their Local Control Accountability Plans (LCAP).

The purpose of this support is to:

- Work collaboratively with districts to support areas of need
- Build capacity through local decision making
- Engage in a continuous cycle of improvement
- Foster systematic collaboration
- Build a culture of co-learning and reflective inquiry
- Promote a climate of candor, evidence and urgency to take action
- Improve student outcomes that lead to sustainable change

Kings

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

- Bring district teams together for shared learning to understand gaps and underlying causes.
- Provide curriculum framework training
- Accountability Updates
- Curriculum Leadership Network using Improvement Science
- Leadership Network
- WASC Participation
- District Instructional Rounds
- Technical Assistance for Content Areas, State/Federal programs, LCAP
- Curriculum Updates
- Coordinating Services for FY/Homeless

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

- Support districts in CSI and ATSI in a cohort model

- 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
- Create liaisons between KCOE Educational Services department and other departments to provide specific support, narrowed focus, content specialists
- We've added a consultant with a SPED specialty to support districts eligible for the students with disabilities student group

Lake

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

- 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 DASS

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

- Bringing district teams together in Professional Learning Networks
- 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

Lassen

Level 1 Supports:

- Lassen County Office of Education shall provide technical assistance to each district and assist in the successful completion of LCAP components, prior to their LCAP Public Hearing.
- Lassen County Office of Education shall provide ongoing informational updates to the superintendents and other districts leaders related to the LCAP, State and Local Priorities, and student groups.

Level II Supports (Differentiated Assistance):

- Lassen County Office of Education staff shall provide assistance to district and school personnel on the California School Dashboard status, analysis, and data display.
- Lassen County Office of Education staff shall provide individualized differentiated assistance to those Lassen districts identified for such services using the CCSESA Differentiated Assistance Protocols for Local Educational Agencies (LEAs).

Los Angeles

The Los Angeles County Office of Education Superintendent of Schools supports all districts and schools within Los Angeles County. Support activities for 2019-20 include, but are not limited to, the following:

- Providing updated information and training on state and federal accountability requirements
- Curriculum Framework training, including English Language Development (ELD) framework and Toolkit
- Targeted professional learning opportunities based on the needs of Local Educational Agencies (LEAs)
- Technical assistance for plan development (e.g., Local Control and Accountability Plans)

The Los Angeles County Office of Education Superintendent of Schools will support districts identified for technical (Differentiated) assistance by:

- Individualized meetings with all identified districts to ensure understanding of the Dashboard indicators and conduct an analysis of areas of greatest progress and greatest needs
- Facilitate a district self-assessment to assist in the identification of strengths and weaknesses in the organizational systems
- Assist in the identification of focus areas for improvement based on data analysis
- Provide coaching support to help district implement and give feedback on action plans
- Support during a year-long process from Dashboard to Dashboard
- Engage districts in targeted professional development based on areas of need

Madera

No submission received.

Marin

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

- Providing opportunities for continuous improvement for educators, students and community utilizing an equity lens as the means for our work. This work includes ongoing high-quality professional development in the areas of academics, language intervention, social-emotional well-being, health and wellness, behavior as well as parent and family engagement.

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

- Providing guidance for LCAP development, approval, and implementation

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.

Merced

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

- Bring district teams together for shared learning to understand gaps and underlying causes.
- Embed continuous improvement process into all learning networks (Superintendent, Asst. Superintendent, Coaches, etc.)

- Provide curriculum framework training
- Curriculum Learning Network - community of practice, district teams invited to come to five sessions to lead districts through Implementation and Improvement Science
- Target professional learning opportunities towards needs of districts. Identifying promising practices
- Offer Differentiated Assistance learning cycle to small districts
- Clustering districts by size because resources (or the lack thereof) are different
- Facilitate small district professional learning network through our CO-OP
- Assign staff for Level 1 support

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

- Support districts with 10 full days of support in a cohort model
- Create action plan for implementation of PDSA cycles based on feedback from districts.
- Provide coaching support to help district implement and give feedback on the action plan based on district's needs.
- Support during a year-long process from dashboard to dashboard facilitated by the Director of Continuous Improvement
- Create liaisons between support services department and other departments that provide services to provide specific support, narrowed focus, content specific improvement specialists.
- Provide districts with support for attending conferences focused on Implementation and Improvement Science.

Modoc

2019 - 2020
Differentiated Assistance & LCAP Support Plan - Ed Code 52066(i)(1)
Modoc County Office of Education

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139 HENDERSON STREET
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Component	Goal	Metric to Assess Progress	Action(s) to Achieve Goal
LCAP Support *Completing the review of local control and accountability plans submitted by school districts [Ed Code 52070]*	1. Assist all districts in the successful completion of LCAP instructional/ program components prior to their LCAP Public Hearing.	LCAPs pre-approved prior to Public Hearing subject to final fiscal approval with the Adopted Budget	1. Review LCAP Drafts between March - May 2020.
	2. Provide ongoing informational updates to superintendents and other school/district leaders related to Dashboard, LCAP, State Priorities, and student groups.	Monthly agendas for documentation; Links and notes provided	2.A. Agendize LCAP items/updates for LEA administrators and business meetings as well as Modoc County Professional Learning Network. 2.B. Provide informational sessions focused on State and Local Indicators.
	3. Complete review and approval of all LCAPs	All LCAPs approved and uploaded to the county webpage by October 1	3.A. Review Board Approved LCAPs in July and August and work with district leaders to ensure all LCAPs can be approved by the Modoc County Superintendent.
Level I: Prevention & Support *Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.*	4. Provide professional development addressing academic and behavioral student outcomes.	Survey of administrators to identify the needs of each district for professional development for them and their staff	4.A. Provide professional development related to academic outcomes by MCOE Administrative Support Services Staff (including curriculum, instruction, assessment, intervention related to reading, writing, mathematics, science, history/social science, and technology). 4.B. Provide professional development related to behavioral outcomes by MCOE Administrator Support Services Staff (including curriculum/strategies for Tier 1 including Capturing Kids Hearts, PBIS, trauma-informed practices, supports/practices for Tiers 1-2, interventions for Tiers 2-3) of a Multi-Tiered System of Support). *Some professional development may have a nominal fee for food and resources/materials.*

2019 - 2020
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Modoc County Office of Education

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			NOTE: Unless otherwise noted, professional development offered by outside individuals/organizations will be fee-based.
	5. Research and share findings on State Priority and Student Groups	Findings will be shared at LEA meetings.	5.A. Identify the greatest need countywide related to a State Priority and/or student group. 5.B. Research the area of greatest need to determine effective strategies, best practices, and bright spots. 5.C. Synthesize findings and share with schools and districts in writing and within existing meeting structures (superintendents' meetings, administrators training, and/or LCAP training sessions).
	6. Provide opportunities for school and district leaders to come and learn together.	LCAPs with actions & services that support continuous improvement. Implementation of assessments. Refine & implement systems that support quality instruction. Data that highlights countywide growth.	6.A. Provide ongoing series for School Administration to assist schools in working on an area of significant challenge, using the tools of improvement science to identify the root cause and begin implementing change ideas to bring about improvement. 6.B. Invest in ongoing support/facilitation of Modoc County Professional Learning Network. 6.C. Monthly check-in meeting with each district and their superintendent and site principals.

2019 - 2020
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Level II: Differentiated Assistance *Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.*	August - November 7. Assist districts in implementing and monitoring the impact of actions identified in LCAP that address root cause.	7.A. Modoc County Superintendent of Schools and Deputy Superintendent will meet with district leadership in fall and spring to hear reflections on what is working and what could be improved. 7.B. The Continuous Improvement Team will be in contact with districts throughout each month as the key contact for this work, asking for ongoing input. 7.C. The Deputy Superintendent may be out in districts to support efforts mid-way between each meeting to support the work while in the process as needed. 7.D. Collect data based on root cause analysis. 7.E. Professional Development Plans or LCAP actions. 7.F. Documentation of School/District Matches	7.A. Continue the working relationship between district superintendent, Deputy Superintendent, Differentiated Assistance Team, and discuss learnings, implementation, and impact (as measured by leading indicators). 7.B. Meet regularly with district Differentiated Assistance team to share successes and challenges with implementation, review data (leading measures), and determine the next steps. 7.C. 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. 7.D. Provide customized support in area district identifies as a need, based on root cause analysis. Support will be scheduled based on district need, staff with expertise and availability. The Professional Learning plan will be jointly developed with MCOE Differentiated Assistance Team and district leadership. 7.E. 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' 2019-20 LCAP. 7.F. 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. NOTE: The MCOE would not be able to cover the costs of travel.

2019 - 2020
Differentiated Assistance & LCAP Support Plan - Ed Code 52066(i)(1)
Modoc County Office of Education

MODOC COUNTY OFFICE OF EDUCATION
139 HENDERSON STREET
ALTURAS, CALIFORNIA 96101
530-233-7101   530-233-5531 (FAX)
www.modoccoe.k12.ca.us

	December - June 8. Support districts identified for Differentiated Assistance in the review of data to determine strengths, weaknesses, and potential areas of focus.	Letter to the Superintendent and School Board Members with strengths, weaknesses, and DA work outlined.	8.A. Create data displays that disaggregate state indicators in the search for bright spots and potential areas of focus. 8.B. Work with district leaders to review current year data to determine if actions put in place within the 2019-20 LCAP are already showing a change in student outcomes.
	9. 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.	9.A. Plan for December - May including dates developed in conjunction with District Superintendent. 9.B-E. Notes from the Sessions, work products as a result of the tools utilized to determine causes for current challenges, and a reflection protocol following the final session of the year.	9.A. Work with district superintendent or designee to develop a work plan/approach for identifying the 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. 9.B. Meet regularly with the district team to share learnings and gather input/perspectives in the analyzing of causes and realities to get to the root cause(s). 9.C. Identify Continuous 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. 9.D. Develop agendas for each district team meeting, with input from district superintendent/designee. 9.E. Create and distribute notes and resources from each meeting with district team.

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

Action Steps	CCEE	CSS
Our Curriculum & Instruction Steering Committee representative meets on a regular basis with her counterparts in Region 2 to share best practices and learn from each other.		X
Our Superintendent, Deputy Superintendent, and Continuous Learning Team lead a CCEE professional learning network community which includes our local school district administration. Workgroup sessions are offered for LCAP support.	X	

Differentiated Assistance & LCAP Support Plan	2018-19 Estimated Costs
Certificated Staff - salaries and benefits	346,806
Classified Staff - salaries and benefits	15,098
Materials/Food/Other Supplies	5,000
Conferences & Travel	10,000
Contracted PD providers (EduClimber)	5,000
Indirect cost recovery 8.18%	31,240
Total Estimated Cost	413,144

Mono

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

- Offer and provide assistance with LCAP as requested by districts.
- Embed continuous improvement process in all learning networks.
- Target professional development opportunities to needs of districts.
- Meet on regular basis with district superintendents.
- Support and Advisement related to federal title program requirements.
- Provide processional learning networks.
- Create and provide Dashboard Data Reports.
- Email notifications of important events/deadlines/program updates.

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

- Provide Dashboard data analysis.
- Facilitate data analysis and identification of strengths and weaknesses.
- Support districts with identifying a problem or practice and completing a root cause analysis.
- Support district with implementing Improvement Science protocol.
- Provide professional development in support of PDSA cycles and district's area of focus.
- Maintain regular contact with district superintendent and differentiated assistance team.
- Yearlong process from dashboard to dashboard.
- Communication with district board of education to explain differentiated assistance process.

Monterey

The Monterey County Superintendent of Schools will support all districts and schools within Monterey County by providing Level 1 foundational supports in order to improve student performance and narrow disparities among student groups. Level 1 supports include:

- Professional learning and instructional services
- Core Data Collaborative data supports
- Multi-Tiered Systems of Supports (MTSS)
- Professional Learning Networks (PLN)
- Continuous job-alike update meetings
- Assessment, accountability, and data supports
- Teacher pipeline development
- Support and technical assistance for LCFF/LCAP

- Support and technical assistance with LCAP Federal Addendum
- Support and technical assistance with LCAP template and updates
- Support and technical assistance with Federal Title Program requirements

The Monterey County Superintendent of Schools will support districts identified for technical assistance by providing individually designed Differentiated Assistance supports determined by performance on the Dashboard. These supports will include facilitation of the identification of the LEA's strengths and challenges utilizing a continuous improvement model in order to address identified performance issues and disparities among student groups. Level 2 supports include:

- Interactive Dashboard Analysis Guide
- Review of local data facilitation
- Facilitation of LEA Self-Assessment
- Root Cause Analysis of system outcome(s)
- Data, research, and theory development
- Improvement science resources, tools, and supports
- Collaborative Inquiry sessions
- Customized coaching supports
- Resources/experts to share promising practices
- Personalized LCAP resources and supports
- Alignment of LCAP priorities, actions, and services

Napa

2019-2020

County Office District Support Summary (Differentiated Assistance & LCAP Support Plan) (Ed Code 52066(i)(1)

Component	Goal	Metric to Assess Progress	Action(s) to Achieve Goal
LCAP Support *Completing the review of local control and accountability plans submitted by school districts [Ed Code 52070]*	1. Review and approve all LCAPs through a timely and responsive process by September 15th	• LCAP and budget approval letters sent to each LEA by September 15th • Feedback from superintendents, C&I, and CBOs.	• Conduct joint reviews of LCAPs with CIAS and Fiscal. • Conduct joint meetings with District teams and CIAS/Fiscal to provide timely feedback and response on LCAPs. • Gather feedback from district teams at the end of the process and make adjustments to process as needed.
Level I: Prevention & Support *Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.*	2. Develop a coordinated approach to providing support to districts aligned to their goals, priorities, and needs.	• Monthly logs show number of contacts with each LEA. • Communication with LEAs indicate positive experiences and support provided. • Feedback from district stakeholders on the quality of services/support and alignment with district goals and priorities. • Qualitative data and quantitative data on cycles of inquiry	• CIAS will gather data on district goals and priorities through a review of each district's LCAP and conduct trend analysis to identify districts working on common areas of focus. • Provide custom services based on district goals, priorities and needs. • CIAS Director will meet with individual LEA leadership at least quarterly to help monitor implementation of LCAP actions and services, report state and local indicator progress with stakeholders, and evaluate, analyze, and refine LCAP goals and outcomes. • The Coordinator of Data Analytics will meet with and help individual LEA leadership, at least quarterly, format, use, and present state and local data to stakeholders for better decision-making. • NCOE will continue to support districts with launching and training staff on DataZone. CIAS will continue to develop and facilitate DataZone training modules for districts to use. • Participate in professional learning to build our internal capacity to provide coherent and coordinated support to districts.

		focused on internal protocols.	• Provide opportunities for district teams to participate in networked learning around continuous improvement focused on district goals, priorities and needs. Engage in cycles of inquiry focused on protocols and refine as needed.
Level II: Differentiated Assistance *Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.* *Providing technical assistance to each school identified for technical assistance pursuant to subdivision (c) of Ed Code 52071.*	3. Facilitate an improvement process with districts eligible for or request Differentiated Assistance to provide support in identifying a specific focus area related to student learning needs and performance gaps as reflected on the CA School Dashboard.	• Feedback from District Teams on the process. • Feedback from district stakeholders on the quality of services/support and alignment with district goals and priorities. • Qualitative data and quantitative data on cycles of inquiry focused on internal protocols and problems of practice. • Team meeting notes and agendas.	**For districts who were eligible for DA in 2018-2019: Facilitate group learning sessions with coaching support in between for District teams working on a common problem of practice to include:** • Identify content experts and resources to provide support to district teams in developing change ideas to address problem of practice. • Face-to-face sessions to bring together district teams to build capacity for improvement work, identify change ideas, develop cycles of inquiry to test and build evidence and share learning. • Coaching support for district teams to test and implement changes in their local settings and collect data to gauge impact. **Districts who are eligible for or request DA beginning in 2019-2020:** • Support districts identified for Differentiated Assistance in the review of data to determine strengths, weaknesses, and potential areas of focus. • 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 continuous improvement tools.

2019-2020

County Office District Support Summary (Differentiated Assistance & LCAP Support Plan) (Ed Code 52066(i)(1)

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

Action Steps	CCEE	CDE	CSS
Napa County Superintendent of schools will collaborate with partner agencies and share updates of our local work at CCSESA quarterly and regional Superintendent meetings.	X	X	X
Deputy Superintendent and CIAS Director collaborate with representatives from other county offices and CCEE to discuss best practices and approaches to support districts through continuous improvement.	X		X
The Associate Superintendent and CIAS Director will 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.	X	X	X
CIAS Director will attend and actively participate in COE Curriculum and Instruction Steering Committee (CISC) meetings (with CDE representation), serve on the CISC Exec Board, and lead the CISC ELA/ELD Subcommittee. Information, resources, and processes developed by or distributed from these groups are shared with local LEAs.		X	X
CIAS Director will attend and participates in monthly regional Curriculum and Instruction Leadership Council (CILC) meetings with other COEs. COE members collaboratively create and share content, processes, tools, and resources that are used to support local LEAs.			X
CIAS Director will attend and participate in monthly in-person and virtual network meetings sponsored by the CCEE to discuss best practices and approaches to support districts through continuous improvement. CIAS Director will collaborate with CCEE leadership and regional PLN facilitators to create content, processes, tools, and resources to share with local LEAs.	X		

Nevada

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

- 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.
- 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.
- Provide assistance to districts surrounding the continuous improvement process
- Resources and support including the above could include but are not limited to:
    - Curriculum framework training and adoption
    - Local assessment/benchmark guidance
    - Opportunities of assistance from regional/geographic lead agencies
    - Professional learning opportunities targeted towards needs of districts
    - Individual and cohort coaching opportunities
    - Local communities of practice opportunities (Math/Science/HSS/SEL)
    - Grant opportunities

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 Differentiated Assistance 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.
- Provide specific support tailored to locally identified needs of each LEA. The facilitation process 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

- o 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
- o Written summary letter to the LEA that includes all documented work
- o Follow-up contact includes offering year-long continued collaborative efforts in improvement tasks, plan implementation, monitoring of student outcomes, etc. (Dashboard to Dashboard)

Orange

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

- Embed continuous improvement process and activities into countywide learning networks.
- Provide curriculum framework and adoption toolkit training.
- Provide targeted professional learning opportunities to address identified district needs.
- Identify and share best practices.
- Facilitate small, rural district professional learning network.
- Provide LCAP guides, resources and professional development.
- Provide LCAP feedback and support through approval process.

- Provide training and support for revised LCAP Template and LCAP Federal Addendum.
- Provide support and advisement related to state and federal program requirements.
- Provide Every Student Succeeds Act (ESSA) support and technical assistance.
- Provide CA Dashboard Training and Support.
- Give all districts access to the CORE Data Collaborative and provide training support in the implementation of the data dashboard.
- Facilitate the English Learner Collaborative Network (ELCN).
- Facilitate the Coaching/TOSA Network.
- Provide Williams monitoring and support.
- Facilitate professional learning on the Multi-Tiered System of Support (MTSS) and Universal Design for Learning (UDL) frameworks.
- Facilitate Attendance Supervisor Training and Certification and attendance systems support.
- Facilitate Homeless/Foster Youth Services Network and provide support.
- Facilitate school climate training.
- Provide mental health support professional learning including suicide prevention training.

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

- Implement cross-departmental differentiated assistance team (SELPA, Curriculum and Instruction and Prevention Support Services).
- Provide continuous improvement process coaching and facilitation.
- Complete CA Dashboard analysis and review.
- Facilitate local data analysis.
- Facilitate of Local Education Agency (LEA) Self Assessment.
- Facilitate root cause analysis for 1-2 focus areas.
- Facilitate development of change ideas.
- Support implementation of change ideas with content specific coaching support.
- Support integration of differentiated assistance process with LCAP Goals and Measures of Progress.
- Support strategic planning and scaling of efforts.
- Provide action plan and summary report.
- Provide progress monitoring and follow up support.
- Support building district capacity for continuous improvement through ongoing coaching and professional development.

Riverside

The Riverside County Office of Education (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, support for school climate and student engagement, assistance to charter schools, induction and credentialing for teachers and administrators, 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 2019-2020 with a variety of job-alike groups including Superintendents, Assistant Superintendents, Directors, Coordinators, Principals, Counselors, Instructional Coaches, Teachers, Support Service staff, etc.
- Target professional learning opportunities towards 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.

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

- Embedding technical assistance information within existing networks to ensure common and widespread understanding of CA System of Support including CA Accountability and Continuous Improvement System.
- Communicate with district leaders in districts identified as eligible for Level 2 Differentiated Assistance or Level 3 Intensive Intervention to share support services and plan accordingly.
- Prepare and provide support during a calendar year cycle (example: December 2018 CA School Dashboard release through December 2019 CA School Dashboard release) with additional technical assistance services designed alongside districts.
- Create liaisons between RCOE units and district teams to provide specific support, narrowed focus, content specific improvement specialists.

Sacramento

As per Ed Code 52066(i)(1)(A), the Sacramento County Office of Education (SCOE) will support the continuous improvement of all school districts within Sacramento County to implement the LCAP through the following activities:

- SCOE data experts, content experts, experts in the areas of Special Education, English learners, and Foster Youth, improvement science coaches, and family engagement specialists will facilitate a series with district leadership teams to interpret and analyze CAASPP scores, Dashboard results, and other local data to identify key areas to target resources to improve equitable outcomes for students. The series will leverage district expertise in the area of evaluation by sharing best practices. Ongoing customized technical assistance will support deeper analysis of district and school needs, coherent planning, and effective implementation of improvement initiatives.
- The SCOE Social and Emotional Learning Community of Practice provides a platform for education communities to work together and build on the implicit and explicit social and emotional learning (SEL) practices already happening in schools. SCOE will support SEL integration through a regional community of practice that leverages the expertise of districts in the region to build the capacity for all.
- In response to district needs identified through Differentiated Assistance for eligible districts in 2018-2019, a cross-departmental, collaborative project of the SCOE Educational Services Department and the SCOE School of Education will bring a series of respected researchers and consultants in the field of Educational Equity and Restorative Practices to share their insights and knowledge with district leadership teams in Sacramento County in 2019-2020. District teams will be provided the opportunity to strategize and learn from each other about the structures and practices needed to attain equitable outcomes, effective and timely behavioral supports, and appropriate social and emotional learning opportunities for Sacramento County's at-risk youth, particularly our African American and Hispanic students. The collaborative project integrates with SCOE's Social and Emotional Learning Community of Practice to expand SEL integration.
- The Capitol Regional Area Assessment Network provides district leaders with key updates regarding statewide assessments and allows participants to share best practices regarding monitoring the progress of high-needs students and the evaluation of program effectiveness in ensuring equitable outcomes for students.
- SCOE's Curriculum and Instruction Department provides professional learning opportunities to support effective implementation of the Curriculum Frameworks.

As per Ed Code 52066(i)(1)(B), the Sacramento County Superintendent of Schools will support districts identified for Differentiated Assistance by:

- SCOE is organized as cross-departmental teams of experts from Special

Education, Foster and Homeless Youth, English Language Development, Curriculum and Instruction, Social and Emotional Learning, Data, Research and Accountability, Planning and Improvement, School of Education, Early Learning, and Adult Education to directly align to district needs. Team members who will serve each eligible school district will be selected based on existing professional relationships between district leaders and SCOE leaders in order to leverage the trust that has already been established and accelerate authentic problem-solving around the district's most challenging barriers to achieving equity and excellence.

- Lead team members will be selected based on a combination of their content expertise and their effectiveness as facilitators of authentic problem-solving at a systems level. They must demonstrate the ability to engage district leadership in relevant, honest dialogue about complex problems that require implementing and testing strategic, multifaceted initiatives.
- SCOE teams will support eligible school districts through site-based, customized facilitated sessions attended by key district leaders including district administrators, site administrators, and teacher leaders. Customized facilitated sessions allow for district self-identification of a priority focus area based on an in-depth guided data analysis of Dashboard and other local data. Between December and May 2020, a minimum of three site-based sessions leveraging improvement science techniques and strategies will be offered per school district. Districts may request additional support related to their identified area of need. Improvement actions that school districts will take independent of SCOE will be identified during these sessions and incorporated into the district's LCAP. Ongoing continuous improvement support after May 2020 will be offered to all eligible districts to continue the improvement work throughout the summer and into the fall of 2020 prior to the release of the 2020 Dashboard.

San Benito

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 together for shared learning around data analysis, identifying gaps and determining underlying causes
- Providing training on curriculum frameworks and standards implementation
- Providing continued assistance to support each district's Multi-Tiered System of Support
- 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
- Facilitating 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 Comprehensive Support and Improvement

San Bernardino

The San Bernardino County Superintendent of Schools (SBCSS) will support all districts and schools within San Bernardino County:

SBCSS Comprehensive Level 1 supports include:

- San Bernardino County Initiatives
  - Countywide Vision
  - Collective Impact
  - Cradle to Career
- Whole-System Approach
  - All SBCSS Branches (Education Support Services, Business Services, Alliance for Education, Technology Services, Student Services, Special Education Local Plan Area, Human Resources)
- Promising/Innovative Practices
  - Establish Best Practices Repository (videos connected to eight State priorities)
  - Highlight Effective and Equitable Strategies (Networks, Workshops, Initiatives)
  - Community alignments and partnerships (Growing Inland Achievement)
- Customized Support
  - Menu of Services (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
  - Provide essential information for job-alike educators

- o Focus on research and evidence-based strategies/practices (i.e., What Works Clearinghouse)
- Professional Learning/Resources-Tools
  - o Data and Assessment support workshops and trainings
  - o Content Standards and Enrichment workshops and trainings
  - o Family/Community Engagement Tiered workshops
  - o California Way, LCFF/LCAP, CA School Dashboard trainings and workshops
  - o Multi-Tiered System of Support trainings, workshops and supports
  - o Positive Behavioral Interventions & Supports workshops and trainings
  - o Visual and Performing Arts workshops and trainings
  - o Whole System/Whole Child (Health and Wellness, Social Emotional) supports, workshops and trainings
  - o Advancement Via Individual Determination (AVID) supports, workshops and trainings
  - o Career Technical Education and Regional Occupational Program initiatives, supports, workshops and trainings
  - o Expanded Learning workshops and trainings

The San Bernardino County Superintendent of Schools (SBCSS) will support districts identified for technical assistance:

SBCSS Differentiated Level 2 supports include:

- Whole-System Approach
  - o 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
  - o Continuous Improvement Collaborative; ongoing integration of Improvement Science, tools (PDSA) and Design Thinking processes
  - o Deepening understanding of California's Accountability and Improvement System (CA Way) and the 3 pillars of: Performance, Improvement, and Equity
  - o Enhance Collaborative Structures, including research regarding effective collaborative teams/teaming for improved implementation of continuous improvement processes (Psychological Safety)
  - o Highlight Effective and Equitable Strategies, integrating research and work from partnership with National Equity Project and the SBCSS African American Task Force Student Achievement Report (Appreciative Inquiry) to determine strategies and supports for more equitable and improved outcomes for all students
- Customized Support

- o Capacity-building and systems building within SBCSS to support districts with differentiated assistance and systems of support
  - o Expand Professional Learning Networks (PLNs), to utilize Improvement Science strategies and tools to determine a Problem of Practice and an Action Plan
  - o Family/Community Engagement tiered supports for administrators, district staff, and parents
  - o Multi-Tiered System of Supports (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
  - o Systems of Support structured proposal process to support district LCAP Goals, Actions, and Services
  - o Universal Design for Learning (UDL) as a blueprint for designing strategies, materials, assessments, and tools to reach and teach students with diverse needs
- Resource Alignment
  - o Collaborative approach between SBCSS Local Control Accountability Plan (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
  - o SBCSS LCAP and BAS Calibration; Aligning Local Control Funding Formula and Federal Fiscal Resources to support Equity, Improvement, and Performance Workshops

San Diego

The San Diego County Office of Education Superintendent of Schools 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 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 Differentiated Assistance process focused on continuous improvement, system analysis and organizational change

- 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 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 stakeholders

San Joaquin

The San Joaquin County Office of Education Superintendent of Schools will support all districts and schools within San Joaquin County (SJCOE) by:

- Aligning support offered by SJCOE staff to district needs and LCAP priorities by accessing regular communication channels and asking for feedback.
- Developing and facilitating Pathways of Continuous Improvement professional learning (PL) and technical assistance. This PL brings all district teams together for shared learning to understand strengths and areas of growth as indicated on the CA School Dashboard and local data. Participating district teams analyze underlying causes for student group performance, focusing on strengths and gaps in outcomes. Teams utilize District LCAPs to understand priorities and focus areas.
- Offering to continue the learning to all districts regardless of support eligibility.
- Embedding the continuous improvement process into all learning networks (Superintendent, Asst. Superintendent, Coaches, LCAP Directors, etc.)
- Targeting professional learning opportunities towards district needs.
- Identifying promising practices to share through networks.

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

- Developing a customized professional learning plan with each district based on student group needs, as identified on the CA School Dashboard and through analysis of local data.
- Creating an action plan for implementation of the professional learning plan that includes continuous improvement cycles. The continuous improvement cycles will use teaching and learning data to reflect on impact and adjust course as necessary.
- Providing coaching support and professional learning in our partnership with districts during implementation. Feedback on the action plan will be included.
- Engaging in a partnership with each district that lasts over the course of the entire school year, from Dashboard to Dashboard.

- Collaborating across SJCOE content departments, and other departments that provide specific support services, so that districts experience aligned support.

San Luis Obispo

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

- Embedding a continuous improvement process into appropriate learning networks
- Holding LCAP Community of Practice meetings quarterly
- Targeting professional learning opportunities toward the needs of districts
- Identifying promising practices and sharing across all districts
- Offering Improvement Science learning cycles to small districts
- Facilitating small-district professional learning networks
- Assigning Director-level SLOCOE personnel to each district for Level 1 support

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

- Supporting districts in a cohort model or individually to work through a process of continuous improvement
- Providing ongoing support in implementation of Plan Do Study Act (PDSA) cycles
- Providing coaching support to help districts implement and give feedback on their actions/services
- Ensuring that supports are available throughout the year through regular communication and consultation
- Working in conjunction with other departments and SELPA to provide a cohesive support system

San Mateo

The San Mateo County 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 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

Santa Barbara County Education Office
Summary Report for Differentiated Assistance and LCAP Support
Presented with the 2019-2020 LCAP
Dr. Susan C. Salcido, Santa Barbara County Superintendent of Schools

The following plan to support districts in implementing LCAPs adheres to the provisions of *Ed Code 52066*

Goal One: Approve all LCAPs.

Component	Objective	Indicators	Actions
LCAP Support *Completing the review of LCAPs submitted by school districts [Ed Code 52070]*	Districts have knowledge and skills to create, adopt, and submit approvable LCAPs, which align with budget and all other LEA and school plans	20 districts (and all charter schools): full team attendance at training/work session in February Calendar of individual meetings Artifacts of training materials from COE and LEA materials used to train stakeholders 20 Complete district LCAPs	SBCEO review team conducts individual planning and orientation meetings with each LEA between November and February to set timeline and assess needs SBCEO provides ongoing training and information at Superintendent Meetings, Curriculum Council, and SBO meetings throughout the year SBCEO plans and conducts free LCAP team training in February SBCEO provides office hours and meets with districts regularly to complete the LCAP
	Districts receive feedback on LCAPs, Annual Updates, and Budget Overviews prior to board adoption	Meeting Agendas and training artifacts Tracking documents Feedback forms, work papers/spreadsheets and emails demonstrating individualized feedback on previews	October – May: SBCEO LCAP review team will be trained yearly and meet together at least monthly to understand changes, calibrate expectations and monitor district progress December – February: LCAP team meets with each LEA to develop timeline and backward map from public hearing to ensure enough time for preview May – June: LCAP program and fiscal leads collaborate to provide calibrated, concise feedback to districts, meeting weekly (May) and daily (June) with each other and intensely and often with LEAs
	Review and approve each district LCAP and support districts who take LCAPs back to their boards when clarification is necessary	20/20 LCAPs fully reviewed and approved as meeting all criteria prior to Sept. 15 20/20 approved LCAPs prominently posted on COE website and LEA websites	June- August: Review Board Adopted LCAPs, including CSI assurances and alignment with district budget. Request clarification by August 15, and work with districts to ensure that all LCAPs are approvable by the County Superintendent. Communicate approvals to LEA boards and Superintendents prior to budget approval deadlines. Monitor website posting of LCAPs and Budget Overview for Parents

Goal Two: Utilize the cycle 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.

Component	Objective	Indicators	Actions
Technical Assistance *Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.*	Support all districts in understanding and using CA Dashboard and other data to improve conditions, engagement, and outcomes for students	Agendas and data resources from trainings and network meetings Use of slides and resources by districts; calendar of presentations to district stakeholders All districts meet the local indicators requirement Evidence of Dashboard and other data analysis in LCAPs	Provide ongoing training at Curriculum Council and Superintendents' meetings on Dashboard, state and local indicators, other program data as well as data displays for various audiences Prepare data displays for districts that compare local, county and state data; provide resources for districts to train and engage stakeholders on dashboard and with other measures Monitor and support completion of local indicators on dashboard Introduce additional displays for all districts to analyze equity and disproportionality for student groups
	Develop and provide comprehensive, coherent support to districts across systems and departments	Agendas, meeting artifacts, and meeting notes District summaries and snapshots CASC and TIP ILPs reflect district focus areas and initiatives; integrate data and LCAP C&I, SELPA, and other county staff know focus areas of each district and use common language and approaches to working with district	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 Hire data specialist to support significant data analysis and evaluation needs, including LCAP and Differentiated Assistance Partner with County SELPA to provide DA support. Cross train SELPA staff on improvement science and C&I; Train C&I staff on neural diversity and SWD C&I Assistant Supt. and SELPA Executive Director model shared ownership of student results and collaboration. Participate and present in each other's networks. Hire Special Education specialist administrator in C&I as part of DA team and to support inclusive practices in all districts Align processes for PIR and DA 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	Superintendent DA letters and communications	Provide SBCEO DA team and entire C&I department on-going training in data visualization and analysis,

assistance plans for districts qualifying for year 1 assistance based on needs and context of the district	Agendas, data displays and other artifacts of facilitated meetings

Meeting summaries; self assessment results and/or focus areas; theory of action and/or action plans

Feedback from District Leadership at meetings between the DA events; Adjustment of processes based on feedback

Replication of processes and /or communication at sites with additional stakeholders

Evidence of analysis and plan in LCAP | improvement science, and facilitation

Meet with each Year 1 Superintendent and core leadership team of their choice to plan customized, differentiated assistance, beginning with dashboard 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. Provide summary letter to superintendent and board

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 |
| Customize differentiated assistance plans for districts qualifying for year 2 or 3 assistance based on needs and context of the district | Superintendent DA letters and communications

Agendas, data displays and other artifacts of facilitated meetings

Meeting summaries, PDSA results, Action plans, and data triangulation

Feedback from District Leadership at meetings between the DA events; Adjustment of processes based on feedback

Replication of processes and /or communication at sites with additional stakeholders

Evidence of analysis and | Meet with each Year 2+ Superintendent and the core leadership team of their choice to plan customized, differentiated assistance, beginning with dashboard and data analysis updates and review of previous year

Work with district team to re-engage in data, focus areas and analyze progress in chosen areas. Facilitate development of inquiry questions

Develop data triangulation for deeper study of factors contributing to current system design and outcomes. Determine data availability and priorities for inquiry questions

Facilitate development of theory of action and change ideas, and design PDSA cycles and/or action plans

Continue to meet with district leadership to integrate other findings and other actions into overall plan and continuous improvement process |

		plan in LCAP	Participate in Geo area and other systems of support networks to develop skills, access resources, and build competency in all areas to support districts
	Provide differentiated support and assistance for all districts who request assistance, including districts too small to qualify	Agendas, data displays and other artifacts of facilitated meetings

Positive Survey/ evaluations from meetings

LCAP evidence of improvement and support

MOUs and work plans showing support | 2017-19: Provided a Professional Learning Network (PLN) for 5 districts (2/3 of county students) who met twice monthly to improve use of data and LCAP process to improve outcomes for ELs

2019 forward: develop smaller shorter network improvement communities open to all districts around areas of need

Provide small districts with access to training and resources provided to DA districts and some customized support in LCAP implementation, based on data and needs |

Goal Three: Provide support to all districts in implementing their LCAP.

Component	Objective	Indicators	Actions
Other Support *Providing any other support to school districts and schools within the county in implementing the provisions of ed. Code 52071.*	Keep districts updated on state initiatives for all 8 state priorities	LCAPs reflect district needs aligned with state initiatives, policies and curriculum and assessment timelines.	Maintain various networks for county administrators, leaders, and teams including Superintendents' council, Curriculum Council, School Business Officials' network, HR network, EL/DLI Network, Inclusion Network, MTSS

Provide research, policy, updates, grants, and resources to help districts prioritize needs, tap resources, and implement LCAP goals |
| | All C&I Managers familiar with district LCAP goals and incorporate LCAP goals into programs and PD | LCAP district snapshots

Notes from collaboration meetings

Syllabi, Agendas, and outcomes reflect district goals | LCAP lead will create district snapshots with help of LCAP team/leads

Read, review, discuss and plan for all programs (TIP, PASC, CASC), Networks (EL/DLI Network, Inclusion Network, Curriculum Council, Special Education Administrators, MTSS), content training (Math, Science, Computer Science, SEL, PBIS, RTI, Ed. Tech, UDL, ELD, Assessment) and customized contract work, explicitly connecting to district goals, metrics, actions and services

Continue to monitor, discuss and collaborate around district focus and progress at monthly C&I meetings |
| | Replace PLN with shorter, smaller Network Improvement Communities | Development of 1 or more NICs this year | LCAP and DA teams will collaborate to identify potential NICs from county districts, analyze possibilities, offer to Curriculum Council and choose one or more focus areas to meet and work on a problem of practice this year.

Provide ongoing training in continuous improvement |

			strategies and coordinate opportunity for systematic Improvement Science training.
	Align PD offerings and grant opportunities with LCAPs and Differentiated Assistance Focus Areas	PD calendar / offerings Participation in grant opportunities and PD events MOUs and individual work plans District LCAP tracking tools Evaluations from PD	All DA districts and ATSI schools qualified for Students with Disabilities, and almost all districts (18/20 or 90%) have significant academic disparities between students with and without disabilities. Most districts have also identified mathematics as an area of focus and the greatest inequities Thus, we will provide a 3-part series on SWDs as part of the inclusion network for all LEAs with research, Personal Experience Panel, and an exploration of identifying assets as part of IEPs and the IEP meetings. Continue to provide training and coaching in mathematics instructional routines (Routines for Reasoning) for SWD and ELs Provide UDL training specifically (both general and in mathematics) and integrated into all training/PD. Provide additional training around inclusive instruction based on needs identified by inclusion network MTSS – elementary offerings reflect needs/ focus areas: continued PBIS for most (2 levels) along with circles and restorative approaches; academic – literacy interventions (level 2 and 3); In SEL – the universal/ level one is the need and will be the focus. Secondary is focusing on academics for CCI, and specifically Mathematics. Provide pathways and placement analysis with disproportionality study for interested districts. Continue to provide CTE support. Arts – continue to collaborate with partners to seek and secure grants to enhance the arts and provide access to the Children's Creative Project Continue with grants for teacher shortages: Bilingual Authorization; Special education tuition forgiveness, teacher residencies and support for classified staff to earn credentials in hard to staff areas. Teacher's Network grant application asks for a connection to district LCAP goals or Dashboard for funding classroom and collaborative team grants.
	Assist Districts in monitoring impact of actions and services in LCAP	Addition of leading, local indicators in LCAP Specific changes to	LCAP team will use current LCAP to start conversations in October with districts about monitoring LCAP actions and services and coach leaders to identify some potential leading indicators to track informally/ unofficially as part of their theory of action.

		actions and services based on the indicators	Share indicators, connections to Theory of Action and usefulness in measuring impact at Curriculum Council and other network meetings.

Collaboration

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

Actions	CCEE	CDE	CCSESA	Geo Leads	SOS Leads
Santa Barbara County Superintendent of Schools participates in quarterly CCSESA meetings.	X	X	X		
The Superintendent is on the CCSESA's System of Support Coordinating Committee and facilitates the Teaching and Learning Advisory		X	X	X	X
The Assistant Superintendent, C&I meets bi-monthly with C&I leaders across the state at Curriculum and Instruction Steering Committee (CISC) meetings.	X	X	X	X	X
The Assistant Superintendent, Administrative Services, meets monthly with County business leaders across the state at Business and Administration Steering Committee (BASC) meetings. The Administrator, SBAS, attends ESSCO (External Services Subcommittee) meetings	X	X	X		
The Assistant Superintendent, C&I serves on the state Accountability subcommittee and will be facilitating and leading the training on the new LCAP template	X	X	X	X	X
The Assistant Superintendent, C&I serves on the CCSESA LCAP Optimization Committee, the Teaching and Learning Advisory, and LCAP advisory		X	X	X	X
Three Directors from C&I lead the PLN monthly meetings and attend monthly CCEE Professional Learning Facilitators meetings (2018-19)	X		X		
The Differentiated Assistance Team (7 members in 2019-2020) meets monthly in the Geo area work group and with the Geo Lead	X	X	X	X	X
The LCAP team (7 C&I and 4 SBAS members) attends all statewide LCAP training in 2019-2020	X	X	X		

The Differentiated Assistance Team will attend virtual and in-person training and collaboration events with System of Support Leads			X	X	X
The Assistant Superintendent, Special Education will attend virtual and in-person training and collaboration with the SELPA resource Leads	X		X		X

Budget – COE

Differentiated Assistance & LCAP Support Plan	2019-20Estimated Costs
Salaries and Benefits – certificated and classified staff	$850,000
Services and contracts including speakers and costs of training	$40,000
Travel and training	$45,000
Total Estimated Cost	$935,000

Santa Clara

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

Level 1 Supports:

- Bring district teams together for shared learning to understand gaps and underlying causes
- Embed continuous improvement process into all learning networks
- Provide curriculum framework training
- Target professional learning opportunities towards needs of districts
- Offer Continuous Improvement learning cycles
- Facilitate district planning to implement state standards effectively
- Serve as a Regional Equity Lead Agency
- Serve as Title III Regional Lead

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

Level 2 Supports:

- Support districts with individualized days of support in a cohort model.
- Create action plan for implementation of PDSA cycles.
- Provide coaching support to help district implement and give feedback on the action plan.
- Commit to a multi-year partnership to support the planning and implementation of improvement cycles.
- Coordinate and align efforts within SCCOE to support areas of focus identified during the Differentiated Assistance process.
- Create and implement individualized plans of differentiated assistance, grounded in improvement science and based on district contexts.

Santa Cruz

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

- Facilitating four Professional Learning Networks for district administrators, educators supporting English Learners, instructional coaches, curriculum and instruction personnel
- Incorporating continuous improvement processes into all networks
- Providing framework and standards professional development
- 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
- Clustering districts by size to leverage resources
- Providing technical assistance and support in planning interventions and identifying promising practices (Multi-Tiered System of Support (MTSS), Universal Design for Learning (UDL))

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
- Creating liaisons between student support services departments
- Providing technical assistance to help districts implement and give feedback on their action plans
- Supporting data analysis and continuous improvement

Shasta

Component	Goal	Metric to Assess Progress	Action(s) to Achieve Goal
LCAP Support *Completing the review of local control and accountability plans submitted by school districts [Ed Code 52070]*	1. Assist all districts in the successful completion of new 3-year LCAP instructional/ program components prior to their LCAP Public Hearing.	LCAPs pre-approved prior to Public Hearing subject to final fiscal approval with the Adopted Budget	1. Review LCAP Drafts between March - May 2020.
	2. Provide ongoing informational updates to superintendents and other school/district leaders related to LCAP, State Priorities, and student groups.	Identify purpose and survey participants in April 2020 to see at what level the purpose was achieved.	2.A. Agendize LCAP items/updates for Chief School Administrators, County Curriculum Leaders, and Business meetings. 2.B. Provide informational sessions focused on State and Local Indicators, and new state template for the LCAP..
	3. Complete review and approval of all LCAPs	All LCAPs approved and uploaded to the county webpage by September 15	3.A. Review Board Approved LCAPs in July and August and work with district leaders to ensure all LCAPs can be approved by the Shasta County Office of Education.
Level I: Prevention & Support *Providing any other support to school districts and schools within the county in implementing the provisions of Ed*	4. Provide professional development addressing academic and behavioral student outcomes..	Evaluations/surveys will be provided following each professional development series. In the Spring, county administrators will be asked to provide input about needs for professional development.	4.A. Provide free* professional development related to academic outcomes held at Shasta County Office of Education (SCOE) facilities by SCOE's Professional Learning Support Services Department Staff that support our county's identified highest areas of need from the CA Dashboard Indicators in addition to CA standards and frameworks. 4.B. Provide free* professional development related to behavioral outcomes held at SCOE facilities by SCOE's Professional Learning Support Services Department Staff that support our county's identified highest areas of need from the CA

Code 52071.		Analyze and identify some of the highest areas of need from CA Dashboard results within our county	Dashboard Indicators. *Some professional development may have nominal fee for food and resources/materials.* NOTE: Professional development offered by outside individuals/organizations will be fee based.
	5. Research and share findings on State Priority and Student Groups	Written findings/synthesis will be posted and shared.	5.A. Identify greatest strengths and needs countywide related to a State Priority and/or student group. 5.B. Research the area of greatest strengths and needs to determine effective strategies, best practices, and bright spots. 5.C. Share findings with schools and districts via displays, narratives and presentations within existing meeting structures (superintendents' meetings, curriculum leaders' meetings, and/or LCAP training sessions).
	6. Provide opportunities for school and district leaders to come and learn together.	LCAPs with actions & services that support continuous improvement. Refine & implement systems that support quality instruction. Data that highlights countywide growth.	6.A. Provide monthly opportunities for County Curriculum Leaders to come together for state and local updates related to curriculum, instruction, accountability, and assessment as well as structured opportunities to share best practices and learn from each other. 6.B. Provide a data series for administrators and/or district leaders on analyzing CAASPP results. 6.C. Invest in ongoing support/facilitation of Reach Higher Shasta across various committees: Early Childhood, Literacy Initiative, Counseling Initiative, Secondary Committee, and Career Connections Committee. 6.D. Develop structures and opportunities for administrators and/or teachers to learn from each other.

| Level II:
Differentiated
Assistance

Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071. | August - November
7. Assist districts in implementing and monitoring impact of actions identified in LCAP that address root cause. | 7.A. Shasta County DA Teams will meet with district leadership throughout the year to hear reflections on what is working and what could be improved.
7.B.1. The DA Team Lead and/or Improvement Coach will be in contact with districts throughout the Fall, as the key contact for this work, providing ongoing support.

7.C. Visual data displays will be evidence.

7.D. Districts' Continuous Support Plans will be evidence.

7.E. Survey participating districts to see how the training will help them to improve in the area(s) of identified need. | 7.A. Continue the working relationship between district superintendent/designee, the Differentiated Assistance Team Lead from SCOE to discuss learnings, implementation, and impact (as measured by leading indicators).
7.B. Meet regularly with district Differentiated Assistance team to share successes and challenges with implementation, review data (leading measures), and determine next steps.

7.C. 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.
7.D. Provide customized continuous support plan in area district identifies as a need, based on root cause analysis, action steps and LCAP goals, from SCOE staff (up to 20 days per district). Support will be scheduled based on district need, staff with expertise and availability. The Continuous Support Plan will be jointly developed with SCOE Instructional Services staff and district leadership between May - August 2020.
7.E. 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 professional development would need to be included as an action within districts' 2019-20 LCAP. For 2019-20, "Equity for Grading" Kevin Feldman, and "Data Visualization" Evergreen Data will be brought to Shasta County. |

		7.F. Documentation of School/District Matches	7.F. 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. NOTE: Cost for travel would be the responsibility of the DA district.
	<u>December - June</u> 8. Support districts identified for Differentiated Assistance in the review of data to determine strengths, weaknesses, and potential areas of focus.	Letter to the Superintendent and School Board Members with strengths, weaknesses, and DA work outlined.	8.A. Create data displays that disaggregate state indicators in the search for bright spots and potential areas of focus. 8.B. Work with district leaders to review current year data to determine if actions put in place within the 2020-21 LCAP are already showing a change in student outcomes.
	9. 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.	9.A. Plan for December - May including dates developed in conjunction with District Superintendent. 9.B-E. Notes from the Sessions, work products as a result of the tools utilized to determine causes for current challenges, and a reflection protocol following final session of the year.	9.A. Work with district superintendent or designee to develop a work plan/approach to identify cause and potential actions steps using the LEA Self-Reflection Tool, the SWIFT Center Fidelity Integrity Assessment, and/or Improvement Science tools. 9.B. 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). 9.C. Identify DA Team Lead or 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. 9.D. Develop agendas for each district team meeting, with input from district superintendent/designee. 9.E. Create and distribute notes from each meeting with district

			team. 9.F. Work with district to develop a customized continuous support plan in area district identifies as a need, based on root cause analysis, action steps and LCAP goals.

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

Action Steps	CCEE	CDE	CCSESA	Geo Leads	SOS Leads
In order to build capacity within county offices for the approach to and work within Differentiated Assistance, the Shasta County Superintendent of Schools leads the CCSESA System of Support Coordinating Committee, working within the Statewide System of Support to: ● Share information and strategically plan within CCSESA for the work ahead. ● Establish a structure for coherent communication and consistent feedback loops within CCSESA, county offices, and Steering Committees. ● Ensure resources are available ahead of when they are needed to support county offices, districts, and schools statewide.	X	X	X	X	X
County Superintendent of Schools participates in quarterly CCSESA meetings	X	X	X		
Associate Superintendent of Instructional Services meets on a regular basis with counterparts in Region 2 to share best practices and learn from each other.			X	X	
Associate Superintendent of Instructional Services meets bi-monthly with C & I leaders across the state at Curriculum and Instruction Steering Committee (CISC) meetings.	X	X	X	X	X
Associate Superintendent of Instructional Services meets bi-monthly with the seven Geographic Leads.			X	X	

Action Steps	CCEE	CDE	CCSESA	Geo Leads	SOS Leads
County Superintendent of Schools and Associate Superintendent of Instructional Services attend quarterly Statewide System of Support meetings.	X	X	X	X	X
Associate Superintendent of Instructional Services facilitates monthly Far North Partnership Geographic Advisory meetings.				X	
Director of Continuous Improvement attends bi-monthly RAN meetings		X			
Sr. Executive Director of Instructional Services and/or Director of School & District Support, attend State and Federal Program meetings.		X			

Differentiated Assistance & LCAP Support Plan	2019-20 Estimated Costs
Certificated Staff - salaries and benefits	$722,925
Classified Staff - salaries and benefits	$242,018
Materials/Food/Other Supplies	$57,000
Conferences & Travel	$25,000
Contracted PD providers	$50,000
District Stipends	$40,000
Indirect cost recovery	$98,725
Total Estimated Cost	$1,235,668

Siskiyou

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
- Group facilitation
- Job-alike collaboration and information sharing (examples include Administrator meetings, Administrator PLC meetings, Co-op Services, Professional Learning offerings, Business In-service, 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 multiple-tiered systems of support (MTSS)

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 Multi-Tiered System of Support (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 Office of Education Superintendent of Schools will support all districts and schools within Solano County by:

- Providing professional learning and responsive support.
- Providing support and training related to LCAP development.
- Providing support with curriculum and instruction, assessment and accountability, college and career readiness, social-emotional learning and wellness, equity, etc.

The Solano County Office of Education Superintendent of Schools will support 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 with a continuous improvement lens focused on building district capacity to support schools and students.
- Working collaboratively with members of local school districts to address locally identified needs based on data.

Sonoma

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

- 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., Reimagining Instructional Shifts for English Learners Collaborative, Rooster Collaborative focused on chronic absenteeism, restorative practices, and College and Career Readiness)
- Facilitate job-alike professional learning networks (e.g., Curriculum and Instruction Network, Principals Network, Chief Business Officials, EL Collaborative, Teacher Leadership Cohort, etc.)
- Provide professional learning opportunities aligned with identified student learning needs (e.g., NGSS, History/Social Science, Universal Design for Learning, C 3 Collaborative, etc.)
- Custom services aligned with district goals and student learning needs
- 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 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.
- Providing administrative workshops on understanding data systems, including CalPads, attendance systems, and data analytics.
- Utilizing data systems to assist in identifying student learning needs.

The Sonoma County Office of Education Superintendent of Schools will support districts eligible for technical assistance (Level 2 supports) 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 (e.g., Improvement Science in Practice).
- Coaching support for improvement processes
- Support for data analysis
- 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.
- Provide continuous learning opportunities for external fiscal staff to partner with ESS on supporting districts.

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 bi-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 has been a part of the California Collaborative for Educational Excellence (CCEE) Professional Learning Exchange since its inception. 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), Comprehensive Support and Improvement (CSI), and Additional Targeted Support and Improvement (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.

(Ci) The Stanislaus County Office of Education provides ongoing guidance, support, and assistance to School Districts in the development of their District LCAP throughout the year. This guidance includes feedback on drafts of the District's LCAP, Federal Addendum, CSI Prompts and the Budget Overview for Parents. The Stanislaus County Continuous Improvement Team reads, provides feedback, and approves the program and adherence to the template requirements of the LCAP. As part of the final approval process, the Business Services Division also completes a review and approves the fiscal components of the LCAP and Budget Overview for Parents.

 (Cii) The Stanislaus County Office of Education currently provides Level 1 technical assistance to all school districts and Level 2 technical assistance to School Districts identified for Differentiated Assistance.

 (Ciii) The Stanislaus County Office of Education provides additional supports to School Districts and schools within the County through a variety of networks, workshops, and one-on-one support.

Sutter

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

Level 1
Support for All LEAs and Schools
Resources, tools and voluntary assistance that all LEAs can use to improve student performance and narrow gaps in performance among student groups across the LCFF priorities

Professional Development ● Standards implementation ● Lesson design/planning ● Demo lessons/co-teaching ● Academic Conferences ● Data Analysis ● Observations/feedback to teachers ● Grade level PLC support/facilitation ● Cross grade level articulation ● Framework study ● Curriculum review ● Adoption/pilot support ● Technology integration	System of Support ● Statewide updates 　○ LCAP 　○ Dashboard 　○ ESSA	Dashboard ● Dashboard support ● Primary analysis of data ● Countywide data analysis
Facilitated Cadre Support ● English learners ● ELA/ELD, Math, Science, HSS	Administrative Instructional Leadership ● Curriculum Breakfast ● Small district PLC ● Personalized administrative support	Substitute Support ● Provide substitute(s) and or an offset to substitute costs so teachers can access onsite customized professional development
Attendance at Conferences ● Each district in Sutter County will be allotted set funds to attend conferences that align to LCAP/school goals in order to increase student achievement	Coordination of County Wide Professional Development Opportunities ● Contracting with outside national speakers ● Coordination of services and resources	Grant Support ● Identification of qualifying grants

The Sutter County Superintendent of Schools will support districts identified for technical assistance by: (List Level 2 Supports)
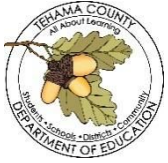
Level 2
Differentiated Assistance
Individually designed assistance to address identified performance gaps among student groups
If LCAP is not approved or district fails to improve student achievement across one or more state priority for one or more student
groups (DA/CSI/TSI/ATSI)

| Technical Assistance	Chronic Absenteeism Support	Curriculum Support
● Implementation and monitoring the impact of actions identified in the LCAP ● Initial data analysis and identification of strengths and weaknesses ● Review Plan Summary ● District progress on the Dashboard ● Systems analysis and identification of systems level strengths and weaknesses ● Identification of Problems of Practice and completion of Root Cause Analysis ● Synthesis of Finding and Action Planning	● Provide up to 2 probation officers to directly support Level 2 districts and other districts as appropriate with monitoring and support of students identified as being chronically absent	● Financial support for identified Level 2 district with the purchase of research-based math intervention curriculum to support identified schools (through data analysis)

Tehama

Goal 1: Review of LCAPs (Ed Code § 52070) - Tehama County Department of Education shall review the LCAPs of all Tehama districts.

Actions for Achievement of Goal	Metric(s) for Measuring Progress	Related Expenditures to Goal	
Admin and Business department staff will review District and submitted Charter LCAPs using the CCSESA LCAP Review Checklist to ensure: 1. Use of the SBE approved template, 2. There are sufficient expenditures in the budget to implement actions/services, and 3. Adherence to the SBE Expenditure Regulations. Personalized follow up support and assistance will be provided to any district with identified non-compliance issues.	100% approved LCAPs by October 15 annually	*TCDE LCAP* *Goal 1, Action 1:* Certificated Salary/Benefits Classified Salary/Benefits	$293,536

Goal 2: Technical Assistance Ed Code § 52071 (a and b) – All departments of the Tehama County Department of Education shall provide technical assistance to all Tehama districts.

Actions for Achievement of Goal	Metric(s) for Measuring Progress	Related Expenditures to Goal	
Level 1 Technical Assistance: ● 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: o professional development, o group facilitation,	● Qualitative reports of satisfaction ● 100% Tehama districts fiscally solvent	*TCDE LCAP* *Goal 1, Action 1:* Certificated Salary/Benefits Classified Salary/Benefits Materials/Supplies Travel	$4,495,435

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[1] As defined in Ed Code 52066
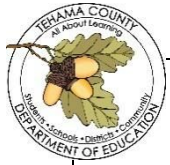
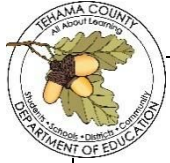|			
o job alike collaboration and information sharing (Superintendents' Council, Co-op meetings, CBO work sessions, attendance clerk consultation, etc.), o fiscal and budget support, o data compilation, display and cleansing, o linkages to local, state and federal resources for the benefit of children 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.			$565, 844

Goal 3: Other COE LCAP Support – Tehama County Department of Education shall provide LCAP development and implementation support to all Tehama districts.

Actions for Achievement of Goal	Metric(s) for Measuring Progress	Related Expenditures to Goal	
At the request of the district, TCDE staff will provide on site consultation with district personnel to assist with LCAP development. Such consultation shall include: ● Facilitation of stakeholder sessions, ● CA Dashboard data review, analysis and display services,	100% approved LCAPs	*TCDE* *LCAP Goal 1, Action 1:* Certificated Salary/Benefits Classified Salary/Benefits Materials/Supplies Travel	See Goal 1 above

● Assistance with LCAP writing and budget alignment, and ● Local School Board presentations. TCDE staff will schedule drop-in LCAP consultation and development sessions annually from March to May. TCDE staff will provide preliminary review of LCAPs at the request of the district annually from March to June.			

Activities aligned with TCDE LCAP Goal 3 Actions

1. **Collaboration with the California Collaborative for Excellence in Education shall include, but not be limited to:**
    a. Publicizing CCEE training and activities with Tehama districts
    b. Including CCEE resources and services with all Differentiated Assistance recommendations
    c. Participating in CCEE feedback sessions and surveys
2. **Collaboration with the California Department of Education shall include, but not be limited to:**
    a. Active participation with the following CDE departments and agencies:
        ● Federal Programs
        ● Instruction Division
        ● Assessment and Accountability Division
        ● Fiscal Services
    b. Technical assistance from the Local Agency Systems Support Office
3. **Collaboration with other COE Superintendents shall include, but not be limited to:**
    a. Active CCSESA participation
    b. Active participation in all CCSESA Subcommittees:
        ● CISC
        ● BASC
        ● PASSCO
        ● TTSC
    c. Active participation in Region 2 CISC
    d. Active participation in Small School Districts Association
    e. Active participation in the California Rural Schools Network
    f. Active participation in the annual CISC Symposium
    g. Advocacy with Capital Advisors

Trinity

The Trinity County Office of Education Superintendent of Schools will support districts and schools within Trinity County implementing Local Control Accountability Plans (LCAP).

The purpose of this support is to:

- Work collaboratively with districts to support areas of need
- Build capacity through local decision making
- Engage in a continuous cycle of improvement
- Foster systematic collaboration
- Build a culture of co-learning and reflective inquiry
- Promote a climate of candor, evidence and urgency to take action
- Improve student outcomes that lead to sustainable change

The following plan to support districts in implementing LCAPs adheres to the provisions/requirements of *Ed Code 52066.*

Component	Goal	Metric to Assess Progress	Action(s) to Achieve Goal	TCOE Staff Participants	Estimated time (hours)
LCAP Support *Completing the review of local control and accountability plans submitted by school districts [Ed Code 52070]*	1. Assist all districts in the successful completion of LCAP instructional/ program components prior to their LCAP Public Hearing.	LCAPs pre-approved prior to Public Hearing subject to final fiscal approval with the Adopted Budget	1. Review LCAP Drafts between March - May 2019.	Fabio Tim Micah Sarah	30 30 5 4
	2. Provide ongoing informational updates to superintendents and other school/district leaders related to Dashboard, LCAP, State Priorities, and student groups.	Admin surveys in April 2020 to see at what level the purpose was achieved.	2.A. Agendize LCAP items/updates for LEA administrators and Business meetings as well as Trinity County Professional Learning Network. 2.B. Provide informational sessions focused on State and Local Indicators.	Fabio Tim Sarah (2A) Gretchen Jeff Sarah (2B)	10 10 3 3 3 2
	3. Complete review and approval of all LCAPs	All LCAPs approved and uploaded to the county webpage by September 15	3.A. Review Board Approved LCAPs in July and August and work with district leaders to ensure all LCAPs can be approved by the Trinity County Superintendent.	Fabio Tim Micah Sarah Gretchen	24 24 35 20 35

Level I: Prevention & Support	4. Provide professional development addressing academic and behavioral student outcomes.	Evaluations/surveys will be provided following each professional development series.	4.A. Provide professional development related to academic outcomes by TCOE Administrative Support Services Staff (including curriculum, instruction, assessment, intervention related to reading, writing, mathematics, science, and history/social science). Provide County Professional Development Day annually. 4.B. Provide professional development related to behavioral outcomes by TCOE Administrator Support Services Staff (including curriculum/strategies for Tier 1 including Love and Logic and trauma-informed practices, supports/practices for Tiers 1-2, interventions for Tiers 2-3) of a Multi-Tiered System of Support). Provide County Professional Development Day annually.	Fabio Anthony Sarah (4A) Sarah (4B)	36 25 9 9
Providing any other support to school districts and schools within the county in implementing the provisions of Ed Code 52071.					
			*Some professional development may have nominal fee for food and resources/materials. NOTE: Unless otherwise noted, professional development offered by outside individuals/organizations will be fee based.		
	5. Research and share findings on State Priority and Student Groups	Written findings/synthesis will be shared at LEA meetings.	5.A. Identify greatest need countywide related to a State Priority and/or student group. 5.B. Research the area of greatest need to determine effective strategies, best practices, and bright spots. 5.C. Synthesize findings and share with schools and districts in writing and within existing meeting structures (superintendents' meetings, curriculum leaders' meetings, and/or LCAP training sessions).	Fabio Tim Anthony Sarah (5C) Jeff	15 + 24 15 12 1 10

6. Provide opportunities for school and district leaders to come and learn together.	6.A. LCAPs with actions & services that support continuous improvement. 6.B. Implementation of assessments. 6.C. Refine & implement systems that support quality instruction. 6.C. Data that highlights countywide growth. 6.C. Learning Walks to share bright spots through observation and reflection.	6.A. Provide ongoing series for School Administration to assist schools in working on an area of significant challenge, using the tools of improvement science to identify root cause and begin implementing change ideas to bring about improvement. 6.B. Invest in ongoing support/facilitation of Trinity Together Cradle to Career across various committees: Early Childhood, County Co-op, Trinity County Professional Learning Network, and County STEAM Initiative. 6.C. School administrators and/or teachers visit schools throughout the county to observe and reflect on high impact instruction and/or systems.	Tim (6A) Micah (6A) Fabio (6A-B) Jennifer Tim (6C) Fabio (6C) Sarah (6c) Jeff	15 15 150 200 200 150 30 20

Level II: Differentiated Assistance *Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Ed Code 52071.*	August - November 7. Assist districts in implementing and monitoring impact of actions identified in LCAP that address root cause.	7.A. Trinity County Superintendent of Schools will meet with district leadership in fall and spring to hear reflections on what is working and what could be improved. 7.B. The Continuous Improvement Team will be in contact with districts throughout each month as the key contact for this work, asking for ongoing input. 7.C. The Director of Educational Services may be out in districts to support efforts mid-way between each meeting to support the work while in process as needed. 7.D. Visual data displays will be evidence. 7.E. Districts' Professional Learning Plans and County Professional Development Committee meeting minutes will be evidence. 7.F. Survey participating districts to see how the training will help them to improve in the area(s) of identified need.	7.A. 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). 7.B. Meet regularly with district Differentiated Assistance team to share successes and challenges with implementation, review data (leading measures), and determine next steps. 7.C. 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. 7.D. 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 between by fall annually. 7.E. 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' 2018-19 LCAP.	Anthony (7A) Sarah Fabio (7B) Tim Sarah Fabio (7C) Tim Fabio (7D) Tim Anthony Jeff	6 2 40 60 4 20 20 420 (60 days x 7hrs) 420 (60 days x 7 hrs) 30 20

		7.F. Documentation of School/District Matches	7.F. 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. NOTE: The TCOE would not be able to cover the costs for travel.		
	December - June 8. Support districts identified for Differentiated Assistance in the review of data to determine strengths, weaknesses, and potential areas of focus.	8.A-B. Letter to the Superintendent and School Board Members with strengths, weaknesses, and DA work outlined.	8.A. Create data displays that disaggregate state indicators in the search for bright spots and potential areas of focus. 8.B. Work with district leaders to review current year data to determine if actions put in place within the 2018-19 LCAP are already showing a change in student outcomes.	Fabio Tim Micah Anthony Gretchen Jeff	Included in #7 Included in #7 20 12 3 30
	9. 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.	9.A. Plan for December - May including dates developed in conjunction with District Superintendent. 9.B-E. Notes from the Sessions, work products as a result of the tools utilized to determine causes for current challenges, and a reflection protocol following final session of the year.	9.A. 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. 9.B. 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). 9.C. 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. 9.D. Develop agendas for each district team meeting, with input from district superintendent/designee 9.E. Create and distribute notes and resources from each meeting with district team on virtual collaboration platform.	Fabio Tim Anthony Jeff	60 60 15 10mb

2019 - 2020
Differentiated Assistance & LCAP Support Plan - Ed Code 52066(i)(1) Trinity County Office of Education

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

Action Steps	CCEE	CSS	Geo Lead	CDE
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.			*X*	
Our Curriculum & Instruction Steering Committee representative meets on a regular basis with his counterparts in Region 2 to share best practices and learn from each other.		*X*		
Our Deputy Superintendent leads a CCEE 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.	*X*			
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.				*X*

Differentiated Assistance & LCAP Support Plan	2019-20 Estimated Costs
Certificated Staff - salaries and benefits	$197,191
Classified Staff - salaries and benefits	$213,325
Materials/Food/Other Supplies	$1,200
Conferences & Travel	$8,400
Contracted PD providers	$0
Indirect cost recovery @ 10.68%	$44,868
Total Estimated Cost	$464,984

Tulare

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
- 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

The Tulare County Office of Education Superintendent of Schools will 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 LEA Self-Assessment
- 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
- Strategic Planning on Scaling Efforts
- Extended Voluntary Follow-Up Support for Eligible Districts
- Customized Coaching Support

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 support all districts and schools within Tuolumne County by:

- 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 (3 times per year), Student Support Services meetings (quarterly), 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. Identifying promising practices
- Offer Differentiated Assistance learning cycle to all districts
- Facilitate small district professional learning network
- Assign coach for Level 1 support in mathematics and STEM

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.

Ventura

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

- Convene district teams to access shared training opportunities on LCAP template updates
- Provide broad access to continuous improvement tools, strategies & processes
- Provide curriculum framework training
- Target professional learning opportunities to the specific needs of districts.
- Facilitate professional learning networks

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

- Support districts in planning, evaluation and implementation of root cause analyses
- Convene district personnel for California School Dashboard analyses
- Provide support for school leaders and communities identified under ESSA (CSI, TSI, ATSI)
- Provide strategic planning support to inform district action plans
- Create hub of support services between Educational Services department and other VCOE departments that provide specific supports (i.e. narrowed focus, content specific improvement specialists, and/or student group supports)
- Align technical support with SELPA compliance monitoring and review, to enhance and reduce redundancy among technical assistance efforts

Yolo

Summary

The Yolo County Office of Education Superintendent of Schools will support districts and schools within Yolo County implementing Local Control Accountability Plans (LCAP). The Superintendent leads the System of Support Team.

The Yolo County Office of Education System of Support (SoS) Team includes representative members from:
- Administrative Services
- Educational Services
- Equity and Support Services
- External Business Services
- SELPA
- Curriculum & Instruction
- Student Services

The purpose of this support is to help local educational agencies (LEAs) and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to 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 take action
- Improving student outcomes that lead to sustainable change

The following plan to support LEAs in implementing LCAPs adheres to the provisions and requirements of Ed Code 52066.

Definition of Terms

Aim Statement: An aim statement is an explicit description of desired outcomes. Aim statements are often written to be measurable and time-specific.

California Collaborative for Educational Excellence (CCEE): The CCEE is a state agency created

under Local Control Funding Formula (LCFF) that offers support to county offices of education, school districts, and charter schools with support in the improvement and implementation of LCFF.

Continuous Improvement: Continuous Improvement is identified in statute as the framework for improving outcomes for California students through the LCAP. Continuous Improvement is used to describe an ongoing effort over time that leads to improvement of student outcomes. Distinguishing features of a continuous improvement approach include:
Taking a systems perspective
Being process-oriented
Understanding problems and their root causes

Differentiated Assistance: Local Educational Agencies (LEAs) are eligible for Differentiated Assistance if:
- The County Superintendent does not approve a LCAP
- The governing board of the LEA requests technical assistance
- The LEA fails to improve pupil achievement across more than one state priority for one or more student groups

Improvement Science: Improvement Science is a systematic process explicitly designed to improve teaching and learning through a problem-centered approach.

Multi-Tiered System of Support (MTSS): MTSS is a framework that aligns Response to Instruction and Intervention with the Common Core State Standards and the systems necessary for academic, behavior, and social success.

Problem of Practice: A problem of practice is an area of focus that a school or school district identifies as an area of focus for improvement.

North Central Counties Professional Learning Network (NCCPLN): NCCPLN is a support network that is based on the concept of Professional Learning Communities and is intended to build capacity and support deeper learning in interpreting, using, and understanding the Dashboard and the LCAP as tools for continuous improvement. Members of the NCCPLN include district and county leaders from Colusa, Yolo, and Yuba counties in charge of the development and implementation of LCAPs.

Root Cause Analysis: Root Cause Analysis is a process for understanding the root causes of the current problem and may assist in understanding the system and user perspectives.

System of Supports Goals

Goal One:
Approve all Yolo County LEA LCAPs.

Component(s):
LCAP Support Completing the review of LCAPs submitted by school districts per [Education Code (EC) 52070.](#)

Objective(s)	Action(s)	Metric(s)
1. **Provide all districts with technical support and feedback on initial drafts prior to their LCAP Public Hearing.**	A. Hold initial technical assistance meetings with district leaders by May 1, 2020. B. Provide technical assistance sessions upon request for district leaders to ask questions regarding LCAP components and requirements. C. Review LCAP drafts and provide feedback between May - June 2020.	● All districts attend technical assistance meetings. ● LCAPs pre- approved prior to Public Hearing are subject to final fiscal approval with the Adopted Budget.
2. **Provide ongoing informational updates and training to superintendents and other school/district leaders related to LCAPs, State Priorities, and student groups.**	A. Agendize LCAP items/updates for Superintendent, District Leadership, and NCCPLN meetings. B. Provide professional learning opportunities focused on State and Local Indicators and LCAP template components (i.e. Annual Update, etc.).	● Survey NCCPLN participants to measure level of effectiveness of support and information.

3. **Complete technical review and approval of all LCAPs.**	A. Review Board Approved LCAPs in June, July and August, and work with district leaders to ensure that all LCAPs are approvable by the County Superintendent.	● All LCAPs approved and uploaded to the county webpage by September 15.

Goal Two:

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 that volunteer for assistance

Component(s):

Technical Assistance
Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of EC 52071.
- When the County Superintendent does not approve a LCAP.
- When a district requests support; and/or when a district fails to improve student achievement across more than one state priority for one

Objective(s)	Action(s)	Metric(s)
1. **Support districts with initial data analysis and identification of strengths and weaknesses.**	A. Work with district leaders and NCCPLN to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps. B. Provide targeted professional development on CA Dashboard Analysis.	● Review of the Greatest Progress, Greatest Needs, and Performance Gaps sections of LCAPs. ● Review LEAs' progress on the CA Dashboard.
2. **Support districts with systems analysis and identification of**	A. Work with district leaders to review and analyze local data.	● Review of local data. ● LEA Self-

		Assessment results.
systems level strengths and weaknesses.	B. Provide district leaders with support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses.	
3. **Support districts with identifying a problem of practice and completing a root cause analysis.**	A. Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.). B. Introduce the Continuous Improvement Cycle to districts and NCCPLN to determine root causes. C. Work with district leaders to draft LCAP goals that align to root causes.	● Completion of root cause analysis tools. ● Alignment of LCAP goals to root cause analysis. ● Completion of the identification of a problem of practice.
4. **Support districts with a synthesis of findings and action planning.**	A. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes. B. Provide district leaders with tools to identify change ideas and create Actions and Services in their LCAP to address root causes. C. Provide professional development on reframing the discussions that lead to decisions on	● Alignment of LCAP actions and services to identified problem of practice. ● Alignment of Demonstration of Increased or Improved Services for Unduplicated Pupils to identified problem of practice. ● DA Evidence and Artifacts

	the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. D. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis. E. Meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.	

Goal 3:

Provide support to all districts in implementing their LCAP.

Component(s):

Other Support
Providing any other support to school districts and schools within the county in implementing the provisions of EC 52071.

Objective(s)	Action(s)	Metric(s)
1. **Refine and align professional development offerings around academic, behavioral and social emotional student outcomes.**	A. C&I and Special Education Local Plan Area (SELPA) staff provide professional development related to academic outcomes.	● Attendance at professional development. ● Evaluations/ surveys will be provided following each professional development event

	B. C&I and SELPA staff provide professional development related to behavioral and social-emotional outcomes. C. C&I and SELPA staff provide professional development related to MTSS.	
2. Provide district leaders with opportunities to understand and apply the continuous improvement framework and tools.	A. Provide professional development and spotlight continuous improvement strategies during NCCPLN Meetings. B. Model and practice the use of continuous improvement resources and tools in the NCCPLN. C. Provide opportunities for district leaders to share continuous improvement practices and processes utilized in their districts at NCCPLN meetings.	● NCCPLN evidence and artifacts
3. Assist districts in implementing and monitoring impact of actions identified in their LCAP.	A. The Executive Director of Equity and Support Services and Director of External Business Services will review district Annual Updates. B. The Executive	● Annual review of Yolo LEA LCAPs as an SoS Team ● District progress on the CA Dashboard.

	Director of Equity and Support Services will be in contact with districts throughout each month, as the key contact for this work, asking for ongoing input. C. System of Support team meets monthly to coordinate external services.	

Collaboration

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

Actions	CCEE	CDE	CCSESA
Yolo County Superintendent of Schools participates in quarterly CCSESA meetings.	X	X	X
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.		X	X
The Associate Superintendent, Executive Director of Equity and Support Services, and Director of Curriculum and Instruction meet bi-monthly with leaders across the state at CCSESA Curriculum and Instruction Steering Committee (CISC) meetings.	X	X	X
The Associate Superintendent chairs the CTE CISC Subcommittee.		X	X

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.	X		
The Executive Director of Equity and Support Services attends State and Federal Program Meetings.		X	

Budgeted Costs

Differentiated Assistance & LCAP Support Plan	2019-20 Estimated Costs
Staff salaries and benefits	$200,000
Total Estimated Cost[1]	$200,000

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[1]This represents the COE base DIfferentiated Assistance funding from the Budget Act of 2018.

Yuba

The Yuba County Office of Education Superintendent of Schools will support districts and schools within Yuba County implementing Local Control Accountability Plans (LCAP).

The purpose of this support is to:

- Work collaboratively with districts to support areas of need
- Build capacity through local decision making
- Engage in a continuous cycle of improvement
- Foster systematic collaboration
- Build a culture of co-learning and reflective inquiry
- Promote a climate of candor, evidence and urgency to take action
- Improve student outcomes that lead to sustainable change