California Department of Education

March 2024

# County Superintendent of SchoolsSummary of Support

Consistent with *Education Code (EC)* Section 52066(i)(4), the following is the compilation of information provided, as is, to the California Department of Education (CDE) by county superintendents of schools pursuant to subparagraphs (A) and (B) of paragraph 1 of *EC* Section 52066(i). Paragraph 2 of this Section specifies these summary reports to be submitted with its Local Control and Accountability Plan (LCAP) pursuant to subdivision (a) of *EC* 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 website to meet the legal requirements of *EC* Section 52066(i)(4).

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

## Alameda

The Alameda County Office of Education (ACOE) collaborates with the California Collaborative for Educational Excellence (CCEE), the CDE, other County Superintendents (CCSESA), Geographic Lead Agencies as well as Systems of Support (SOS) Lead Agencies to support school districts and schools within the county implementing LCAPs in the following ways:

* Chief of Learning represents the Community Schools on the Statewide System of Support.
* Chief of Learning Services and Chief of Accountability Services attend Curriculum and Instruction Steering Committee (CISC) meetings.
* Chief of Accountability Services attends the monthly Geographic Lead meetings for the Bay Area Consortium for Student Success.
* Research, Assessment & Accountability Partnerships (RAAP) staff attend State and Federal Program Meetings.
* Director of Analytics co-leads the Regional Assessment Network.
* Partner with CCEE on the implementation of the Oakland Unified School District Systemic Instructional Review.

This year, the ACOE supported 14 districts identified for Differentiated Assistance (DA), also referred to as technical assistance. Supports for identified districts included the following actions:

* Conducting real time data analysis at regular intervals to drive supports and interventions with a specific focus on reducing Chronic Absenteeism
* Creating coherence across strategic plans at both the district and site levels to ensure consistency in priorities
* Providing school level implementation support for district-wide initiatives and strategic planning
* Use student learning data to articulate indicators of success
* Conduct transcript reviews for DA-identified groups; Monitor implementation data in order and connect to outcome data
* Align district- and site-level plans (LCAP, School Plan for Student Achievement [SPSA], CCEIS, etc.)
* Require common goals in SPSAs based on DA identification and/or Additional Targeted Support and Improvement (ATSI) priorities
* Map initiatives being implemented across sites, departments, and district-wide
* Support sited in developing and monitoring high-quality SPSAs
* Require common training across school sites, based on DA identification integrating real-time data analysis in monthly principal meetings

The ACOE supports all districts and schools in the development and approval of Local Control Accountability Plans.

The following is the plan to support districts in developing and implementing LCAPs in the spring of 2023:

* Provide all districts with training sessions to support the planning and development of Local Control Accountability Plans.
	+ Implement synchronous and asynchronous training sessions for LCAP development on following topics:
		- Overview of LCAP
		- Engaging Educational Partners
		- LCAP Metrics
		- Writing and Effective Goal Analysis Section
		- Understanding the Increased/Improved Services Section
		- LCAP Adoption Process
* Provide feedback to district prior to LCAP submission
	+ Hold district review sessions in May to provide feedback on LCAP drafts
* Complete review and approval of all LCAPs.
	+ Review Board Approved LCAPs, issue clarifying questions as needed and work with district leaders to ensure that all LCAPs are approvable by the County Superintendent

## Butte

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

* Butte County Superintendent of Schools participates in quarterly County Superintendent’s Meetings.
* Executive Director of Human Resources attends monthly Personnel Administrative Services Steering Committee (PASSCo) meetings and Associate Superintendent of Student Programs and Educational Services attends bimonthly meetings for Student Programs and Services Steering Committee (SPSSC).
* Senior Advisor of District Support & Ed Leadership and Advisor of District Support attend Curriculum and Instruction Steering Committee (CISC) and Geo Lead Region 2 gatherings
* Executive Director, Fiscal Series and Director of External Services attends Business Administration Sterring Committee (BASC) meetings
* Special Education Local Plan Areas (SELPA) Director participates in State SELPA meetings
* Partners in NorCal Educational Leadership Consortium with Chico State (21CSLA)
* Lead for Comprehensive Literacy State Development Grant (CLSD) - Far North Lit Development Consortium
* Co-Lead with Lake County Office of Education on Learning Acceleration Systems Math Grant - “Rural Math Collaborative”
* Yearlong Differentiated Assistance Improvement Project for Palermo Union Elementary School District (PUESD) in collaboration between PUESD, Butte County Office of Education (BCOE), and Turnaround for Children - sponsored by CCEE.
* Co-Lead for S.L.O.W. Leadership - Systems Awareness, Love/Compassion, Open/Inclusive, Whole/Integrated
* CA Multi-Tiered System of Supports (MTSS) Co-Lead with Orange County Dept. of Education

The Butte County Superintendent of Schools will utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those that volunteer for assistance. Butte County Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

1. To foster collaboration and continuous improvement,
	1. Partner with district leadership to review and analyze state and local data; share/consider the current key challenges, successes and/or shifts occurring within the local context.
2. To foster reflective inquiry and a culture of continuous learning,
	1. Provide technical assistance through conducting a customized LEA self-assessment (e.g. LEASA, SWIFT FIA, Whole-Child Design Inventory); identify aim statements and primary and secondary driver/hypotheses to address identified root causes;
	2. Provide support with Improvement Science tools (e.g. Fishbone Diagram, 5 Whys) to conduct a root cause analysis and to development an aim statement
	3. Provide support with Plan-Do-Study-Act (PDSA) inquiry cycle(s) to address an aim statement, specifically related to gaps in student group data.
3. To foster capacity building and a culture of learning,
	1. Provide targeted professional development based on the CA Dashboard outcomes and collective data analyses;
	2. Provide customized support in the areas the district identified as a need, based on root cause analysis.
4. To promote collaboration and continuous improvement,
	1. Provide coaching and support in drafting LCAP goals and/or actions that align with identified root cause(s) and aim statement(s);
	2. Provide coaching and support to modify LCAP actions that are identified as contributing to Increased or Improved Services for Unduplicated Pupils.
	3. Maintain ongoing communication with district leadership to share celebrations of progress and emerging challenges with implementation, inclusive of data benchmarks and determination of next steps.

## Calaveras

The Calaveras County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Calaveras County Superintendent of Schools participates in quarterly CCSESA meetings.
* Members of Calaveras County Office of Education’s Educational Services Team meets bi-monthly with C&I leaders across the state at Curriculum and Instruction Steering Committee (CISC) meetings.
* The Calaveras County Superintendent of Schools participates on the FCMAT Subcommittee of CCSESA.
* Members of CCOE’s Educational Services Team attend State and Federal Program Meeting both regionally and at the state level.
* The Assistant Superintendent attends quarterly Statewide System of Support Meetings.

Calaveras County Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Provide Frontline Student Data Analytics to all LEAs in order to facilitate the use of data in identifying and targeting student needs with data-driven decision making.
* Analyze data across districts to determine common needs and develop learning opportunities to benefit all districts.
* Collaborative planning with each LEA with CCOE’s Director of Continuous Improvement & Leadership Development and Director of Curriculum & Instruction.
* Monthly administrative network meeting featuring support and professional development opportunities and state/federal programs updates as well as providing a forum for county-wide collaboration between LEAs.
* Provided professional development and technical assistance to LEAs in the area of developing a robust multi-tiered system of support.
* Provided professional development and technical assistance to LEAs in the area of serving the needs of English Language Learners.
* Support Social-Emotional Learning and the well-being of students and staff by providing LEAs with the technical support of our Director of Curriculum & Instruction as well as regular SEL Communities of Practice.
* Established meeting schedule with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.

## Colusa

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

* Colusa County Superintendent of Schools participates in quarterly CCSESA meetings.
* Deputy Superintendent-Student Services or designee meets bi-monthly with C&I leaders across the state at CISC meetings.
* Deputy Superintendent-Student Services or designee meets monthly with the Capital Central Foothills Area Consortium (CCFAC) the Geographic Lead Agency Group for the area.
* Deputy Superintendent-Student Services or designee serves as an Advisory Member and meets monthly with the CCFAC Advisory Group.
* Deputy Superintendent-Student Services or designee participates in CCFAC workgroups to meet district and county needs.
* Deputy Superintendent-Student Services or designee meets monthly with Capital Service Region 3 leaders.
* Deputy Superintendent-Student Services or designee attends State and Federal Program Meetings.
* Director-Educational Services attends Regional Expanded Learning Meetings.
* Deputy Superintendent-Business attends BASC meetings.
* Director-Special Education participates in monthly State SELPA meetings to gain further knowledge on Special Education timelines, budget, reviews, and new laws.
* Director-Special Education or designees attends SEACO meetings.
* Director-Special Education participates in CAFSE monthly meetings about Special Education laws and funding.

The Colusa County Office of Education (CCOE) will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Provide support to district leaders in reviewing current year Dashboard data
* Support LEAs with identifying a problem of practice and completing a root cause analysis
* Support LEAs with local and state data analysis and identification of gaps, strengths, and weaknesses
* Support LEAs with a synthesis of findings and action planning
* Support LEAs with chronic absenteeism
* CCOE will facilitate quarterly sessions aimed at providing technical and adaptive supports to districts in implementing the new math standards and frameworks
* Assist LEAs in implementing and monitoring impact of actions identified in their LCAP
* Monthly SEL CoP’s (Yolo, Yuba, Colusa, and Sutter) that focuses on enhancing the development and implementation of SEL across district campus sites
* Collaborate with Colusa County Behavioral Health for implementation of the Mental Health Student Services Act (MHSSA) Grant for increased support for districts

## Contra Costa

The Contra Costa County Superintendent of Schools will collaborate with the California CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

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

The Contra Costa County Office of Education Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Review of local and state data with analysis of greatest progress, greatest needs, and performance gaps
	+ Support LEA teams with conducting a comprehensive needs assessment and reviewing data to determine strengths, opportunities, and potential areas of focus
* Completion of root cause analysis and aim statements
	+ Facilitate LEA collaboration meetings and action periods to identify and understand root causes related to problem of practice. Collaborate with LEA leadership in the development of aim statements to address identified root causes
* Change ideas and Cycles of improvement (PDSA) documents
	+ Identify resources to provide support to LEA teams in developing change ideas to address the identified problem of practice. Provide LEA with tools to identify change actions and to create actions and services in their LCAP to address root causes
* PDSA documents and meeting resources
	+ Facilitate LEA conversations for teams to test and implement changes in their local settings and to collect data to assess and evaluate impact. Provide customized support in areas identified as needs. Provide ongoing check ins regarding the successes and challenges of identified improvement work and to build next steps/action items
* Alignment of LCAP and cycles of improvement recorded in notes
	+ Facilitate LEA alignment of LCAP with identified needs and problem of practice

## El Dorado

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

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

El Dorado County Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* The Deputy Superintendent of Educational Services or designee will oversee the following processes:
	+ Integration with Supporting Inclusive Practices team to assist in support of districts participating in the CIM process or who are SIP grantees
	+ Integration with System Improvement Lead project
	+ Support for each distinct eligible for Differentiated Assistance with a team of two leads from EDCOE.
	+ Data analysis work to help provide additional clarity on specific student groups
	+ Data analysis to assist with data displays in the area of Chronic Absenteeism
	+ Monthly meetings with district DA teams to work on problem of practice, measurable goals, metrics and to begin implementing change ideas
	+ Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.
	+ Survey and meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.
	+ Possible financial support for identified Level 2 district(s) for the support of research-based intervention (services, content, etc). to support identified schools. Needs to be determined through a root cause analysis conducted in partnership between LEA and EDCOE leadership.

## Fresno

The Fresno County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Attend and participate in professional learning opportunities provided by each organization including in-person, virtual meetings/trainings, and CDE feedback sessions.
* Monthly SBE update webinar
* State & Federal Director’s Meeting
* Participation in CISC Steering Committee, BASC, SPSSC
* Superintendent sits on Advisory Group for CCEE
* LCAP and Fiscal Advisory Group

Fresno County Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Complete the Cycle of Improvement with each “Year One” eligible district within 18 months of initial eligibility or with each new improvement project.
	+ Onboarding of each new district will occur in the Spring semester and will include a data dive to determine potential areas of support.
	+ Each improvement project will create an improvement team that will participate in a deep data dive, process analysis, empathy interviews, and other activities all leading to a root cause analysis and development of a Theory of Improvement. This will be done before the beginning of the fall semester.
	+ Each improvement team will participate in PDSA Cycles as they work to test their Theory of Improvement over the course of one school year.
* Continue the Cycle of Improvement with each multi-year eligible district as they work to test change ideas for spread and sustainability.
	+ Each improvement team will participate in PDSA Cycles as they work to test their Theory of Improvement over the course of one school year.
	+ Districts will work to sustain and spread the change ideas that are demonstrating effective in creating improvement.

## Glenn

The Glenn County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

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

Glenn County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

## Ed Services team members to meet with districts as needed or required to provide analysis and review of district strengths and opportunities and strategies for improvement.

## Supports include:

## Professional development related to academic outcomes

## Data Review

## Root Cause Analysis

## Driver Diagram/Action Steps

## Fidelity Integrity Assessment

## Improvement Plan Implementation

## Humboldt

The Humboldt County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

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

Humboldt County Office of Education (HCOE) will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* 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 on district goals, priorities and needs. Engage in Plan Do Study Act (PDSA) cycles focused on protocols and refine as needed.

For districts who were eligible for DA in 2022-2023 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.
* Maintenance of prior efforts and identified interventions.

Districts who are eligible for or request DA beginning in 2023-2024:

* 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.

## Imperial

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

* Imperial County Superintendent of Schools participates in quarterly CCSESA meetings, as well as CCEE advisory meetings.
* ICOE Student Services Senior Director and Director of Grants and Accountability participate in State and Federal Program meetings, as well as participate in and support the goals and efforts of the CA Systems of Support.
* ICOE Chief Business Officer and Director of Grants and Accountability attend CDE Local Agency Systems Support Office (LASSO) and CA County Superintendents LCAP training, Office Hours, and COE Calibration Calls to provide coordinated LCAP support and compliance services to all Imperial County LEAs.
* Deputy Superintendent, Associate Superintendent and Senior Director of Curriculum and Instruction will meet regularly with regional leaders.
* Associate Superintendent, and Senior Director of Curriculum and Instruction will meet regularly at CISC meetings.
* SELPA Director will serve as SELPA Content Lead for Students with Disabilities-English Learners.
* Senior Director for Curriculum and Instruction will participate in regional and statewide meetings related to MTSS, and Community Schools (STAC & RTAC).
* ICOE Senior Director of Curriculum attends state-wide Regional Assessment Network (RAN) meetings throughout the year.
* ICOE Improvement Science Team attends regional meetings/trainings related to continuous improvement.

The Imperial County Office of Education Differentiated Assistance (DA) team as well as the Universal Pre-Kindergarten (UPK), Local Control Accountability Plan (LCAP), and SELPA experts worked closely with all DA districts to support their team in the following areas:

* Comprehensive Needs Assessment using the Data Use Self-Assessment Tool to help districts identify strengths and gaps in the following four areas:
	+ Systems - Do they have robust and reliable data and is it accessible?
	+ Knowledge - Are they analyzing the data, communicating and applying the findings?
	+ Practices - Is the data being used to drive decisions and planning within the system?
	+ Leadership - Is data use an expectation at all levels of the LEA?
* District-Wide System Analysis
* Root-Cause Analysis
* Synthesis of Findings
* Develop an action plan to help streamline their efforts to improve student outcomes
* Identify the aim statement and create a driver diagram that's connected to the district's identified Problem of Practice
* Create local actions within the LCAP to plan for implementation and monitoring
* Provide coaching support to help local school districts implement their action plans
* Provide support to individual schools who become identified as Comprehensive Support and Improvement (CSI) schools
* Provide support to individual schools who are identified as Additional Targeted Support & Improvement (ATSI) schools

## Inyo

The Inyo County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* The Assistant Superintendent attends most CISC meetings.
* Assistant Superintendent chairs the CISC Health Subcommittee
* Deputy Superintendent participates in BASC meetings
* Inyo County Superintendent of Schools participates in quarterly California County Superintendents meetings
* SELPA Director attends some State SELPA meetings
* At least one member of the COE team participates in the virtual MidState Advisory Council meetings and DA cohort meetings
* At least one member of the COE team participates in the virtual 21CSLA Advisory meetings
* In lieu of State and Federal Program meetings, Assistant Superintendent virtually attends monthly Project and English Learner Director meetings and collaborates with Region 10 colleagues for support
* Lead South County MTSS Consortium with support of MTSS/SUMS lead (Orange County)
* Utilize SELPA Content Lead (Placer COE) for Universal Design for Learning coaching of COE staff
* Participate in the Rural Math Collaborative (Learning Acceleration System Grant)
* Share relevant training opportunities with districts for Improving Outcomes for English Learners with Disabilities (Imperial County)
* Continue to refine and grow COE staff coaching skills and capacities (Learning Acceleration System Grant and 21CSLA)

Inyo County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Review local data with LEA to inform decisions.
* COE team aligns services to LEAs using LCAP metrics and actions/services.
* Offer technical assistance for districts as they develop the LCAP throughout the year.
* Offer LCAP support at Superintendent Council meeting(s) following up with districts not in attendance.
* Utilize a continuous improvement model based on Improvement Science for Differentiated Assistance (DA) to provide custom support for plan alignment in support of DA goals (WASC, SPSA and LCAP) and facilitate long term planning process based on current local data using Improvement Science protocols including conducting root cause analysis and overseeing the implementation of Plan-Do-Study-Act cycles.
* Upon eligibility, assist districts in providing school level technical assistance under Every Student Succeeds Act (ESSA) for Comprehensive Support and Improvement (CSI), Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI) using a continuous improvement model.
* Notify districts of Differentiated Assistance status.
* Provide eligible districts with a summary of findings and action items.
* COE team provides customized support in the area(s) that the district has identified as a need, based on root cause analysis.

## Kern

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

* The Kern County Superintendent of Schools participates in quarterly California County Superintendents meetings.
* The Kern County Superintendent of Schools participates in monthly California County Superintendents board meetings.
* The Kern County Superintendent of Schools participates in Statewide System of Support meetings.
* The Kern County Superintendent of Schools Associate Superintendent and Deputy Superintendent of Instruction attend Lead Agencies System of Support meetings.
* The Deputy Superintendent of Instruction, Administrator of Continuous Improvement (C&I) Support, and Administrator of Professional Learning and Student Support meet bi-monthly with C&I leaders across the state at CISC meetings.
* The Deputy Superintendent of Instruction is a member of the CISC Accountability Subcommittee.
* The Administrator of Continuous Improvement and Support, and/or a Management Analyst, attend State and Federal Program Meetings.
* The Associate Superintendent, the Deputy Superintendent of Instruction, the Administrator Continuous Improvement Support, and Administrator Professional Learning and Student Support attend monthly Geo Lead meetings with COE leaders from 6 counties.
* The Deputy Superintendent facilitates monthly Geo Lead Meetings.

Kern County Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Support districts with initial data analysis and identification of strengths and growth areas.
* Support districts with systems analysis and identification of systems-level strengths and weaknesses.
* Support districts with identifying a problem of practice and completing a root cause analysis.
* Support districts with a synthesis of findings and action planning.
* Work with the district Superintendent to identify a diverse stakeholder team to engage in the Continuous Improvement Process (CIP).
* Work with district teams to complete a Root Cause Analysis utilizing Improvement Science tools. (i.e., Fishbone Diagram, The 5 Whys Protocol, etc.).
* Introduce the Continuous Improvement Cycle to districts and PLN.
* Work with district leaders to draft LCAP goals or actions which align with eliminating identified root causes.
* Work with district leaders to create a communication plan to receive feedback and confirm the district’s problem of practice, and root causes from key educational stakeholders, using strategies such as interviews, focus groups, and surveys.
* Support district teams to create a theory of action, an action plan, outcomes, and metrics to eliminate the identified two or three root causes to improve student outcomes ultimately.
* Support district leaders to embed these actions within the LCAP.
* Provide customized support in the area(s) the district has identified as a need, based on root cause analysis.
* Management Analysts schedule monthly contacts with districts to review implementation, monitor progress, and offer support.
* Survey districts and meet regularly with district Management Analysts to share successes and challenges with implementation, review data, monitor outcomes and determine the next steps.

## Kings

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

* Improvement Science Cohort (Mid-State Collab.)
* Differentiated Assistance Cohort (Mid-State Collab.)
* Collaboration with SELPA to support districts with evidence-based interventions & professional development
* MTSS COE team expansion to support districts with more coaches
* Hosted restorative practices training with support of 21CSLA (Mid-State Collab.)
* Improvement Science Cohort
* State & Federal Directors Meeting
* Participation in CISC Steering Committee, BASC, PASC, and COSP
* Regional Support Network

Kings County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Anticipate that no districts will have an unapproved LCAP.
* Technical Assistance provided to LEA’s who request support.
* Differentiated Assistance (DA) Support
* Meet with district teams for shared learning to understand gaps and underlying causes
* Create action plan for implementation of PDSA cycles
* Provide support to help district implement and give feedback on the action plan
* Support during a year-long process from dashboard to dashboard
* Support districts and school sites in CSI and ATSI
* Provide districts with targeted content area support
* Multi-tiered System of Supports (MTSS) implementation and training
* Building Relationships with Disengaged Youth
* Supporting Special Education through collaboration
* Federal Progress Monitoring (FPM) support
* Restorative Leadership Training & Community of Practice
* Evidence-Based Strategies Workshops
* Present at annual regional truancy summit (chronic absenteeism)
* Expanded support of PDSA teams in DA districts to run simultaneous studies on change ideas
* CSI Resources

## Lake

The Lake County Superintendent of Schools (LCOE) will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Lake County Superintendent of Schools participates in quarterly CCSESA meetings.
* LCOE team members will attend the Geo Lead meetings.
* LCOE team members will engage with System of Support Lead Agencies as issues are identified by districts being supported by LCOE.
* LCOE team members will attend CISC, and other CDE sponsored information sessions on CSI Plans and the LCAP.
* LCOE will continue to partner with CCEE in the Learning Acceleration Grant (math) to provide districts with opportunities in lesson study, high impact coaching, math intervention, and asynchronous math modules.

Lake County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* DA teams (Learning Support Specialists & Ed. Services management) will compile district Dashboard data and analyze district data to ensure that all appropriate data markers are identified and addressed in the district LCAPs.
* Learning Support Specialists & Ed. Services management will work with district leaders to draft LCAP goals that align to the root causes identified using Improvement Science tools.
* LCOE will work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes.

## Lassen

The Lassen County Superintendent of Schools (LCOE) will collaborate with the California Collaborative for Educational Excellence (CCEE), the CDE, other county superintendents, Geographic Lead Agencies (Geo Leads), as well as System of Support (SOS) Lead Agencies to support school districts within the county in the following ways:

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

Lassen County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Work with district leaders to review current year Dashboard and local data to determine greatest progress, greatest needs and performance gaps.
* Provide professional development on CA Dashboard analysis
* Work with district leaders to review and analyze local data
* Provide district leaders with support on conducting F IA and portions of LEA self-assessment, as appropriate, to identify systems-level strengths and weaknesses
* Work with district leaders to identify causes using Improvement Science tools (i.e., Fishbone diagram, The 5 Whys Protocol, etc.)
* Introduce Continuous Improvement Cycle to districts to determine root causes
* Work with district leaders to design goals that align to root causes
* Work with district leaders to identify AIM statements, and primary/secondary drivers to address identified root cause
* Provide district leaders with tools to identify change ideas and create actions and services to address root causes
* Provide district leadership with professional development on reframing the discussions that lead to decisions on the Increased or Improved Services for Unduplicated Pupils
* Provide customized support in the areas that the district has identified as a need based on root cause analysis (support scheduled based on district need, staff with expertise and availability)
* Survey and meet with district DA teams to share successes/challenges with implementation, data review and next steps
* To foster collaboration and continuous improvement
	+ Partner with district leadership to review and analyze state and local data; share/consider the current key challenges, successes and/or shifts occurring within the local context.
* To foster reflective inquiry and a culture of continuous learning,
	+ Provide technical assistance through conducting a customized LEA self-assessment; identify aim statements and primary and secondary driver/hypotheses to address identified root causes;
	+ Provide support with Improvement Science tools (e.g. Fishbone Diagram, 5 Whys) to conduct a root cause analysis and to development an aim statement
	+ Provide support with Plan-DoDo-Study-Act (PDSA) inquiry cycle(s) to address an aim statement, specifically related to gaps in student group data.
* To promote collaboration and continuous improvement,
	+ Provide coaching and support in drafting LCAP goals and/or actions that align with identified root cause(s) and aim statement(s);
	+ Provide coaching and support to modify LCAP actions that are identified as contributing to Increased or Improved Services for Unduplicated Pupils.
	+ Maintain ongoing communication with district leadership to share celebrations of progress and emerging challenges with implementation, inclusive of data benchmarks and determination of next steps.

## Los Angeles

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

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

Los Angeles County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Due to the extensive supports provided to our school districts under Goal One, there have been no school districts who’s LCAP were not approved by the annual October deadline.
* LACOE provides voluntary professional learning and technical assistance based on the needs identified on the California State Dashboard and district request. Professional learning consists of LACOE Professional Learning offerings and individualized contracted professional learning and coaching. Technical assistance is provided through consultations that are in-person, phone, email, and web based meetings.
* Support districts with data analysis and identification of strengths and weaknesses.
* Support districts with identifying a problem of practice/area of focus and completing a root cause analysis.
* Support districts with a synthesis of findings and action planning.
* Quarterly meetings are held with LEAs to review implementation of the focus area work and provide additional supports & guidance.
* LEAs are supported throughout the year through professional development and coaching related to the areas of focus.
* Provide individualized consultation & coaching support to each eligible district in implementation of action plans.

## Madera

The Madera County Superintendent of Schools (MCSOS) will collaborate with the CCEE, the CDE, other county superintendents, Mid-State Collaborative (Geo Lead), 21 CSLA, as well as other SOS Lead Agencies to support school districts within the county in the following ways:

* MCSOS is committed to partnering with other Region 7 COEs and those within the Mid-State Collaborative, with whom we meet and collaborate at least monthly to share best practices in all areas related to continuous improvement. CCEE is available with specialized leads when that support is not available from MCSOS, MSC or another COE.
* MCSOS personnel continue to attend professional learning on improvement science and continuous improvement to increase our own capacity to assist our districts.
* Monthly SBE update webinars
* Participation in CISC Steering Committee, BASC, SPSSC, etc.
* Superintendent sits on Advisory Group for CCEE
* LCAP and Fiscal Advisory Group

Madera County Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* 52071 in the following ways:

* Subdivisions (a) and (b) state that if the LCAP is not approved or if by using an evaluation rubric adopted by the state board pursuant to Section 52064.5, the county superintendent shall provide the technical assistance described about to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups identified. That technical assistance, including, among other things, any of the following:
	1. Identification of the school district’s strengths and weaknesses related to the state priorities, communicated, in writing to the school district. This identification includes a review of effective, evidence-based programs that apply to the district’s goals.
	2. Assignment of an academic expert or team of academic experts to assist the school district in identifying and implementing effective programs designed to improve the outcomes for all pupil subgroups identified. This will include a root cause analysis of the problem of practice the district has determined they will work on. The county superintendent of schools may also solicit another school district within the county to act as a partner to the school district in need of technical assistance.
	3. Request the CCEE provide advice and assistance to the school district.

MCSOS provides Level 2 support for districts identified for technical assistance and who meet the LEA Criteria for Differentiated Assistance. This individually designed Differentiated Assistance is determined by performance on the Dashboard, to include facilitation of the identification of the LEA’s strengths and challenges. This process will utilize a continuous improvement model to address specific performance issues and a proven model to address identified performance gaps among student groups. The following information outlines the process used once LEAs are identified for Differentiated Assistance, following the CA Dashboard release:

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

Key elements of this meeting include:

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

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

Initial Site Meeting:

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

Data Analysis Work (2-3 meetings):

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

Root Cause Analysis (3-4 meetings):

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

Review Effectiveness (2-3 meetings):

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

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

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

## Marin

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

* Superintendent of Schools participates in quarterly CA County Superintendents meetings
* Deputy Superintendent participates in monthly BASC meetings and serves as a participating member of the Common Message and Local Control and Accountability Plan subcommittees and the chair of the Professional Development subcommittee
* Assistant Superintendent Education Services attends and actively participates in the COE CISC. Information, resources, and processes developed by or distributed from these groups are shared with local LEAs
* Director and Systems of Support Business Office Liaison participate in monthly BASC subcommittee meetings
* Director of Education Services participate in the GEO Lead meeting quarterly
* The leads for Differentiated Assistance and LCAP participate in the GEO Lead meetings
* Directors of Education and Business Services attend State and Federal Program Meetings
* Education Services staff attend monthly Region 4 Curriculum and Instruction lead meetings.

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

1. Facilitating an improvement process with districts eligible for, or in request of Differentiated Assistance.
2. Providing support in the assessment of district systems, completing root cause analysis on potential problems of practice, and identifying a specific focus to improve.
3. Providing support with a synthesis of findings and action planning

## Mendocino

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

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

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

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

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

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

## Merced

The Merced County Superintendent of Schools will collaborate with the CCEE, the CDE and other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Merced County Superintendent of Schools participates in quarterly CCS meetings.
* The Assistant Superintendent, Educational Services and Directors meet bi-monthly with Region 7 C&I leaders.
* The Assistant Superintendent, Educational Services & Directors meet bi-monthly with C&I leaders across the state at CISC meetings.
* The Assistant Superintendent, Educational Services serves as a CCEE Content Library Review Team Lead.
* The Director, Continuous Improvement, State and Federal Programs Coordinator and/or Coordinator of Accountability and Special Projects, attend State and Federal Program Meetings.
* The LCAP review team attends the CISC LCAP training modules and calibration calls.
* Educational Services Staff attends Mid State Collaborative and 21 CSLA dvisory and sub-committee meetings.
* The Assistant Superintendent of Business Services attends BASC monthly and participates in the annual revision and approval of the LCAP Approval Manual.

The Merced County Office of Education (MCOE) Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071 withing Merced County by:

* Work with district leaders to review the current year Dashboard data to determine Successes and Identified Needs.
* Designated staff compile district Dashboard data to analyze and evaluate progress.
* Provide targeted professional development on CA Dashboard Analysis and other district identified needs.
* Work with district leaders to review and analyze local data/measures.
* Provide district leaders with support on conducting Self-Assessment protocols to identify systems level strengths and deltas.
* Work with district leaders to identify root causes, effective programs and policies and areas of growth using Improvement Science tools.
* Introduce the Continuous Improvement Cycle to districts to determine root causes.
* Work with district leaders to draft LCAP actions and services that align to root causes.
* Build the capacity of district DA/Improvement teams, so that they can monitor and evaluate their own system.

## Modoc

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

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

The Modoc County Office of Education Superintendent of Schools will provide technical assistance to school districts pursuant to *EC* Section 52071 within Modoc County by the following actions:

* Work with district leaders and ILS to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps. The Continuous Improvement Team will compile district Dashboard data. The Deputy Superintendent and Continuous Improvement Team will analyze data.
* Provide targeted professional development on CA Dashboard Analysis.
* Work with district leaders to review and analyze local data.
* Provide district leaders with support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses.
* Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.).
* Introduce the Continuous Improvement Cycle to districts and PLN to determine root causes.
* Work with district leaders to draft LCAP goals that align to root causes.
* Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes. Provide district leaders with tools to identify change ideas and create Actions and Services in their LCAP to address root causes.
* Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.
* Use click up to track calendar time of coaches and professional development provided.

## Mono

The Mono County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* The Mono County Superintendent of Schools participates in both virtual and in-person meetings of the CA County Superintendents.
* The Mono County Superintendent of Schools and the Mono County Asst. Supt. of Education Services attend regular Mid-State Collaborative meetings (Geo-Lead).
* Asst. Supt. for Education Services participates on the CISC Executive Team and attends regular CISC meetings.
* Superintendent of Schools attends CCEE meetings when available.
* Superintendent of Schools and Asst. Supt. for Education Services attend State and Federal Program meetings, as available.
* Asst. Supt. for Education Services participates in System of Support meetings and seek support as needed.

The Mono County Office of Education Superintendent of Schools will provide technical assistance to school districts pursuant to *EC* Section 52071 within Modoc County by the following actions:

* Meet with district superintendent to review reason for Differentiated Assistance (DA) qualification and review DA process.
* Introduce the Continuous Improvement Cycle and the work ahead.
* Asst. Supt. for Education Services will compile and analyze district's dashboard data and prepare a visual summary for district use.
* Meet with district DA team to review Dashboard Data, identify district's strengths, weaknesses and questions.
* Support district DA team to determine relevant local data and set deadline for gathering data.
* Meet with district DA team to review local data, identify district's strengths, weaknesses and further questions.
* Provide DA team with supports on conducting the LEA Self-Assessment to identify strengths and weaknesses as well as areas needing further study.
* Support DA team to survey district staff to ascertain needs and compile results in visual summary.
* Meet with district DA team to review survey results.
* Support DA team to identify problem of practice(s).
* Support DA team to complete root cause analysis and determine next steps.
* Work with DA team to identify aim statements and primary and secondary drivers to address identified root causes.
* Provide DA team with tools to identify change ideas to implement small scale in a PDSA cycle.
* Provide customized support or professional development in the area(s) that the district has identified as a need, based upon root cause analysis.
* Support DA team to evaluate results of change idea.
* Support DA team to consider next steps.
* Support district superintendent in managing timelines and fidelity of Continuous Improvement Work.
* Support DA team to continue through Continuous Improvement Cycle over the term of the DA process and beyond.

## Monterey

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

* Monterey County Superintendent of Schools participates in weekly and quarterly meetings with the California County Superintendents.
* Monterey County Superintendent of Schools, Assistant Superintendent of Educational Services (ES) and District and School Support Liaison meet monthly with CCEE to coordinate intensive support for identified LEAs.
* The Superintendent, Assistant Superintendent (ES) and District and School Support Liaison meet quarterly with the CCEE to assess and support capacity building in the Systemic Instructional Review (SIR) and Coherence Framework.
* The Assistant Superintendent of ES meets bi-monthly with C&I leaders across the state at CISC meetings.
* The Assistant Superintendent of ES meets bi-monthly for CISC executive meetings.
* The Senior Director of Strategic Improvement and Director of Student Success meet monthly with GEO Leads either virtually, or in-person for Mid-State Collaborative.
* The Senior Director of Strategic Improvement and Director of Student Success meet monthly with GEO Leads either virtually, or in-person for regional differentiated assistance monitoring, resource development, and sharing of best practices.
* The Assistant Superintendent of ES serves as Region V lead for CISC and meets quarterly with Region V partners.
* The Director of Data, Research, and Partnerships attends bimonthly RAN meetings to coordinate and communicate state assessment and accountability measures.
* The Senior Director of Strategic Improvement attends statewide LCAP sessions.
* ES administrators participate in County Superintendents curricular subcommittees and communities of practice aligned to their area of support (i.e. ELA/ELD, Math, NGSS, educational technology, etc.)

The Monterey County Office of Education Superintendent of Schools will provide technical assistance to school districts pursuant to *EC* Section 52071 by:

**Technical Support for Differentiated Assistance (DA):**

The Educational Services Division provides DA for eligible LEAs in the form of individually designed assistance to address identified performance issues, including significant disparities in performance among student groups. The MCOE team will work alongside LEAs through a reflective process.

1. **Initial DA Team Meeting:** Educational Services leadership team members will meet with LEA teams to understand the local context, listen to current areas of focus and initiatives, and help identify DA team members to ensure the people closest to the work are a part of designing plans for change through collective impact.
2. **Review Performance Data:** Facilitate a formal review of data including state and local indicators represented in the California School Dashboard and other relevant local data sources through the use of data protocols and analysis tools to for all students and student groups.
3. **System Analysis/Needs Assessment**: Conduct a deep analysis of strengths and opportunities for each school/district, and a needs assessment is through process activities and qualitative assessment measures. Teams may use the LEA Self-Assessment, Fidelity Integrity Assessment, and/or empathy data through interviews and focus groups to review effective practices and areas of opportunity that support LEA.
4. **Understanding the Problem through Root Cause Analysis**: Utilize improvement science and guided improvement methodologies to identify and analyze the underlying causal factors contributing to a specific equity challenge and to identify strengths and opportunities.
5. **Identify Equity Challenges**: Identify equity challenges, problems of practice, change ideas, a theory of improvement, and evidence-based actions that address LEA identified areas of need.
6. **Create Action Cycles to Test Change Ideas:** Provide ongoing learning sessions designed to build the knowledge and capacity of LEA team members to develop cycles of inquiry (Plan-Do-Study-Act) to test and build evidence and design a plan for scaling improvement.
7. **Build Capacity for Continuous Improvement**: Coaching support for LEA teams in implementation and application of continuous improvement processes including among others PDSA cycles, Peer Learning Networks, positive outlier models, and guided reflected inquiry sessions.
8. **Implement Effective Programs**: Coordinate overall MCOE services and Level 1 support integration to provide assistance with educational, programmatic, or fiscal guidance and to identify and implement effective programs and practices that are designed to improve performance in any self-identified areas of focus within the LEA.
9. **Document Activities**: Obtain, organize and share timely documentation demonstrating the learning through completed activities and chronicle the story of continuous improvement and iteration across years.
10. **Host Continuous Improvement Modules**: Work with educators and educational partners in a workshop format to assist in tailored content instruction, planning and coaching through the continuous improvement process. LEAs choose the option of: (1) Communities of Practice (different LEAs come together in a Networked Improvement Community with a similar area of focus); (2) Research Practice Partnership (co-designed by MCOE, CCEE, and LEA teams), or (3) Personalized Learning Network (multiple schools within the LEA participate in collaborative workshops and coaching tailored to their specific needs).
11. **LCAP:** Connectgoals, actions, services, and “Demonstration of Increased or Improved Services” within the continuous improvement process.

## Napa

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

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

The Napa COE will utilize the cycle of continuous improvement to provide technical assistance to schools and districts based on need. Technical assistance is provided to districts who are identified as needing assistance as well as those districts that volunteer for assistance.

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

## Nevada

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

* County Superintendent participates in regular County Supts. meetings and scheduled CCEE Advisory Board meetings.
* Associate Superintendent of Educational Services and Curriculum & Instruction & Accountability Director attend Capitol Service Region meetings.
* Associate Superintendent of Educational Services and Curriculum & Instruction & Accountability Director attend Curriculum and Instruction Steering Committee meetings.
* Associate Superintendent of Educational Services attends Student Programs and Services Steering Committee meetings.
* Associate Superintendent of Educational Services attends Capital Central Foothill Area Consortium meetings and serves on the Advisory Committee (Geographic Lead).
* Associate Superintendent of Educational Services attends the State and Federal Program meetings.
* Curriculum & Instruction & Accountability Director attends Capital Central Foothill Area Consortium meetings and state networking and initiatives meetings.
* Associate Superintendent of Educational Services attends CCSESA Art COE Leads and CA Rural Arts Network meetings.
* Continuous Improvement Specialist for Math and Science attends state networking meetings.
* Continuous Improvement Specialist for ELA and Arts Education attends state networking meetings and CA Rural Arts Network meetings.
* Continuous Improvement Specialist for SEL and Special Education attends state COE leads meetings.
* Continuous Improvement Specialist for UPK attends state networking meetings.
* SELPA Associate Superintendent attends state SELPA meetings.
* Chief Business Officer attends BASC meetings.

The Nevada County Office of Education Superintendent of Schools will provide technical assistance to school districts pursuant to *EC* Section 52071 by:

* Collaborate with district leaders and teams to identify aim statements, and primary and secondary drivers to address identified root causes.
* Provide district leaders and teams with tools to identify vetted and prioritize change ideas and create actions and services in the LCAP that address root causes.
* Provide professional development on reframing the discussion that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.
* Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.
* Survey and meet regularly with district leaders and teams to share successes and challenges with implementation, review data and determine next steps.

## Orange

The Orange County Department of Education (OCDE) will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Associate Superintendent and Executive Director of Educational Services attend CISC meetings.
* The Associate Superintendent and Director of Learning Supports represent CA MTSS on the Statewide System of Support.
* Executive Director and Continuous Improvement Administrator of Educational Services attend the monthly Geographic Lead Regional Leadership meetings.
* The Assessment and Accountability Administrators and C.I. team attend the State and Federal Program meetings.
* The Administrators of Continuous Improvement attend the Regional Assessment Network.
* The Administrators of Continuous Improvement attend the DA, Data Culture and CSI Subcommittees of the Regional Geo Leads.
* The Executive Director, Director and Administrator of Student Achievement and Wellness attend the Equity subcommittee of the Regional Geo Leads.
* The Executive Director, Director and Administrator of Curriculum, Instruction and Academic Enrichment attend the Ethnic Studies subcommittee of the Regional Geo Leads.
* The Executive Director attends the California County Superintendents meeting to present on Community Schools.
* Educational Services leadership attend the CISC Symposium to network and discuss all aspects of the System of Support.

OCDE provides technical assistance to districts who are identified by the California School Dashboard as eligible to receive Differentiated Assistance and/or other districts by request.

OCDE utilizes the cycle of continuous improvement to support districts to Implement a Differentiated Assistance (DA) process focused on improvement science strategies: Comprehensive data and root cause analysis, systems analysis and continuous monitoring and evaluation of the effectiveness of programs, strategies and services that are designed to address the needs of our most vulnerable student groups.

* Provide targeted professional learning on metrics and data for reporting.
* Provide data analysis/root cause analysis sessions to DA eligible district teams.
* OCDE content area/program leads provide ongoing professional learning, consultation and technical assistance to OC districts based on their identified focus areas.
* OCDE DA team meets with individual or small groups of DA eligible district teams to support the development of theories of action and provide guidance and resources to refine LCAP goals/actions/metrics (Feb/March).
* Provide monitoring and evaluation tools and resources, meet quarterly with districts to support continuous progress monitoring of LCAP actions, assist with identification of additional local metrics to measure progress including street data, local academic assessments, survey data, etc.
* Provide technical support, tools and resources to districts to align district and site level plans (LCAP, WASC, UPK, ELOP, SPSAs, etc).
* OCDE will support school leadership to develop SPSAs aligned to the LCAP goals and meeting the requirements of CSI/ATSI including:
	+ Conducting comprehensive needs assessment
	+ Identifying evidence based interventions
	+ Identifying and addressing inequities
	+ Monitoring and evaluating programs
	+ Map initiatives being implemented across sites

## Placer

The Placer County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents, Geo Leads as well as SOS Lead Agencies to support school districts within the county in the following ways:

* The Superintendent of Schools participates in quarterly CCSESA meetings.
* The Assistant Superintendent, Educational Services, and Executive Director EIS, and the Executive Director of Prevention Support Services (PSS) meet monthly with Region 3 Educational Services leaders.
* Placer COE (PCOE) serves as co-lead for one of the seven geographic lead agencies (Geo Lead) and meets monthly with other geo leads and quarterly with the Statewide System of Support group.
* The Assistant Superintendent of Educational Services, Executive Director of EIS, and Executive Director of PSS and Assistant Superintendent of SELPA meet monthly with the CCFAC the Geographic Lead.
* The Assistant Superintendent of Educational Services serves as an Advisory Member and meets monthly with the CCFAC Advisory Group.
* The Assistant Superintendent of Educational Services serves on the California County Superintendents Coordinating Committee for Continuous Improvement.
* The Assistant Superintendent of Educational Services and Executive Director of EIS, meet bi-monthly with Curriculum and Instruction leaders across the state at CISC meetings.
* The Assistant Superintendent of Educational Services, is a member of the CISC Assessment and Accountability Subcommittee.
* The Assistant Superintendent of Educational Services, is a member of the CISC Executive Committee.
* The Assistant Superintendent of Educational Services, is the Past CISC Chair (through June 2024).
* The Executive Director of EIS and/or Coordinator of CIS, attend State and Federal Program Meetings.
* SELPA implements statewide SELPA Content Lead Grant building statewide capacity between SELPA, county offices, and LEAs.
* EIS implements the statewide EWIG UDL Grant- California Coalition for Inclusive Literacy.
* PCOE provides DA for the Sacramento County Office of Education.
* The Assistant Superintendent of SELPA participates in State Disproportionality Workgroup, State Compliance Committee, and State SELPA meetings.
* The Assistant Superintendent of Educational Services serves on the California UDL Coalition.
* PCOE staff lead or participate in CCFAC workgroups for UDL, data, attendance, improvement science, and equity.
* The Associate Superintendent of Business and Senior Director of Business attend Business and Administration Steering Committee Meetings.

The Placer County Office of Education Superintendent of Schools will provide technical assistance to the school districts pursuant to subdivision (c) of *EC* Section 52071.

1. Work with district leaders to review the current year’s state data to determine the greatest progress, greatest needs, and performance gaps.
2. Coordinator of Continuous Improvement & Support (CIS) will compile district state data. The Executive Director of Equity, Innovation and Support (EIS) will analyze data.
3. Provide targeted professional development on state data analysis.
4. Work with district leaders to review and analyze local data.
5. Provide district leaders with support in conducting the LEA Self-Assessment to identify systems-level strengths and weaknesses.
6. Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.).
7. Introduce the Continuous Improvement Cycle to districts to determine root causes.
8. Work with district leaders to draft LCAP goals that align with root causes.
9. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes.
10. Provide district leaders with tools to identify change ideas, evidence-based practices and interventions, and create actions and services in their LCAPs to address root causes.
11. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.
12. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis. Support will be scheduled based on district needs, staff with expertise, and availability. LEAs can choose from the following levels of support: Substantial, Moderate, or Basic.
13. Survey and meet regularly with district DA teams to share successes and challenges with implementation, review data, and determine the next steps.

## Riverside

The Riverside County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

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

The RCOE will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

* **Initial Meeting with District Team**: Riverside County CAO will schedule meeting(s) with district Superintendent, designee, or leadership team in each eligible district. CAO and RCOE ES, LWSS, and SPS Division representative(s) will meet with district representative(s) to review student outcome data and discuss DA requirements.
* **Facilitate an Analysis of Strengths and Weaknesses**: RCOE staff will support LEAs to conduct an LEA self-assessment through a root-cause analysis process to identify areas of need related to student group and/or indicator areas of focus.
* **Follow-up Analysis**: RCOE staff will provide further follow-up analysis support as requested by the district after the initial analysis of strengths and weaknesses. This might include a deeper exploration of needs for specific student groups and/or specific indicators.
* **Follow-up Support**: RCOE staff will provide customized, capacity-building support aligned to aim statement, drivers, and change ideas as determined through the root cause analysis process. This is in accordance with EC52071(c)(2) -work collaboratively with the district to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the school district. Follow-up support will be logged on an internal, digital project management system accessible by RCOE team members to ensure alignment of support services. This includes coordinating additional RCOE ES Division staff, other RCOE Divisions, and outside agencies (e.g., SELPA, CCEE) as necessary to provide district and school support.
	+ RCOE staff will support LEAs with LCAP development to align DA support with planned actions/services included in eligible districts’ LCAPs in 2023-2024.

## Sacramento

The Sacramento County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Sacramento County Office of Education (SCOE) participates in quarterly California County Superintendents meetings.
* The Deputy Superintendent, Assistant Superintendent, and Executive Director of District & School Supports meet monthly with Region 3 Educational Services leaders.
* SCOE serves as co-lead for one of the seven geographic lead agencies (Geo Lead) and meets quarterly with other geo leads and quarterly with the Statewide System of Support group.
* The Deputy Superintendent, Assistant Superintendent, and Executive Director of District & School Supports, and Director of Continuous Improvement meet quarterly with the Capital Central Foothills Area Consortium (CCFAC) Geographic Lead.
* The Deputy Superintendent and Assistant Superintendent serve as Advisory Members and meet monthly with the CCFAC Advisory Group.
* The Deputy Superintendent, Assistant Superintendent, and Executive Director of District & School Supports, meet bi-monthly with Curriculum and Instruction leaders across the state at CISC meetings.
* The Deputy Superintendent is a member of the CISC Assessment and Accountability Subcommittee.
* The Deputy Superintendent is a member of the CISC Executive Committee.
* The Deputy Superintendent serves as the Chair of the Early Learning Subcommittee of CISC.
* The Director of Continuous Improvement and program staff attend State and Federal Program Meetings.
* SCOE’s C&I Department lead two large statewide support grants to promote literacy improvement (ESLB and Dyslexia).
* SCOE’s School of Education Department leads CSLA for our region.
* SCOE’s SEL department leads CalHope work statewide.

The SCOE will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

1. Implement cross-departmental differentiated assistance teams.
2. Work with district leaders to review and analyze local data.
	1. Provide direct support for small districts utilizing a data sharing agreement.
	2. Utilize data protocols that lead to deep cycles of inquiry around variation in the data and identification of potential root causes
3. Customized facilitated sessions allow for district self-identification of a priority focus area based on an in-depth guided data analysis of state and other local data.
4. Work with district leaders to identify aim statements and primary and secondary drivers to address identified root causes.
5. Provide district leaders with tools to identify change ideas and create actions and services in their LCAPs to address root causes.
6. Support district leaders in the implementation of monitoring of their change ideas.
7. Build district capacity for continuous improvement through training, ongoing coaching and professional development.
8. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis or based on Differentiated Assistance indicators. Individualized support will be scheduled based upon district need and capacity.
9. Meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, monitor progress and determine next steps.
* Develop additional networks to provide support to districts with common challenges (e.g., SWD, Foster/Homeless).

## San Benito

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

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

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

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

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

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

## San Bernardino

The San Bernardino County Superintendent of Schools (SBCSS) will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* San Bernardino County Superintendent of Schools or designees regularly participates in monthly/quarterly/annual meetings of CDE, CCEE, Geo Lead meetings, SOS meetings, and CA County Superintendent meetings.
* The Assistant Superintendent and LCAP Director meet with leaders across the state at CISC meetings.
* The Learning Systems and Support (LSS) Director and appropriate staff attend Community School Partnership meetings as a regional lead.
* The LCAP Director and/or LCAP Program Managers attend LCAP meetings and State and Federal Program Meetings.
* The Assistant Superintendent, Leadership and Outreach Director, Parent/Family/Community Engagement Specialist and Content Manager, and Chief Intergovernmental Relations Officer attend at minimum, monthly Community Engagement Initiative (CEI) meetings that includes the California Association of Bilingual Education (CABE) and Families In Schools (FIS) as consortium partners on the initiative.
* The Assistant Superintendent, Leadership and Outreach Director, Parent/Family/Community Engagement Specialist and Content Manager, and Chief Intergovernmental Relations Officer attend meetings pertaining to the Statewide Lead Agencies.
* The Assistant Superintendent, Leadership and Outreach Director, Parent/Family/Community Engagement Specialist and Content Manager, and Chief Intergovernmental Relations Officer will implement eight (8) PLN meetings for the Community Engagement Initiative (CEI) that includes the California Association of Bilingual Education (CABE) and Families In Schools (FIS) as consortium partners on the initiative.
* The Program Manager, Small School District Support will participate in the Leadership Institute facilitated by CCEE and the Small School District Association (SSDA).
* Attend the Southern California System of Support Regional Collaboration conference and monthly meetings.

When providing technical assistance to school districts, all SBCSS Branches provide relevant and responsive supports. These supports are often integrated into the SBCSS System of Support process as differentiated supports for district LCAP goals, actions and services.

Planned innovative practices include but are not limited to:

* Deepen understanding of California’s Accountability and Improvement System (CA Way) and the 3 pillars of: Equity, Performance, and Improvement.
* Enhance collaborative structures, including research regarding effective collaborative teams/teaming for improved implementation of continuous improvement processes.
* Highlight effective and equitable strategies, integrating research and work from local partners to determine and scale improved outcomes for all students.
* Continue to support equity and the unique needs of small school districts with centralized support at the county office for these two priorities.
* Provide Differentiated Assistance Workshops with opportunities for ongoing integration of Improvement and Implementation Science tools and processes in a facilitated and collaborative setting.

## San Diego

The San Diego County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Develop and refine statewide materials for Differentiated Assistance, Technical Assistance, and LCAP support.
* Collaborate across agencies to bring coherence and alignment to Geographic Lead Agency work specifically as it related to Title III, Equity, LCAP, and continuous improvement.
* Serve as (1) Geographic Co-Lead Agency for Southern California System of Support; and (2) Statewide lead for Ethnic Studies, Equity, SELPA Content, and CLSD/RII.
* Conduct collaborative workgroups across geographic region with a focus on Continuous Improvement (DA, CSI), Data Culture, Equity, and P3.
* Collaborate across agencies to develop supports for UPK.
* Disseminate and build understanding of the SDCOE Equity Blueprint and LCAP Tool recommendations for districts.
* Coordinate with RCOE implementation of activities for geographic region.

The San Diego County Office of Education (SDCOE) will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

* Provide formalized collaborative Differentiated Assistance process for all eligible districts that provides a guided approach through formal convenings, learning sessions, professional development institutes, communities of practice, customized coaching, and opportunities for collaboration with contracted partners.
* SDCOE provides an organizational approach to providing Technical Assistance with collaborative teams working together from Learning & Leadership Services, Student Services & Programs, SELPAs, and Innovation divisions.
* Assist districts with data analysis and identification of systemic barriers to inform actions to address equity gaps for the most vulnerable and underserved student groups
* Provided professional learning and support to build district capacity to engage with students, families, and community including qualitative processes to include student and family voice
* Assist districts in building the capacity to implement recommendations of SDCOE Equity Blueprint
* Repurpose executive leadership coach role to provide customized support and coaching to districts
* Identify Program/Practice/Innovation changes selected for Implementation or Re-Implementation SDCOE provides cross-divisional support to districts including Learning & Leadership Division, Student Services & Programs, SELPAs, and Innovation divisions.
* Develop Action Plan for implementation that is coherently coordinated with LCAP development & update
* Provide progress checks and monitoring of LEAs Action Plan and degree of student impact.

## San Joaquin

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

* The San Joaquin County Superintendent of Schools or designee participates in quarterly CA County Superintendent meetings.
* The Assistant Superintendent of Educational Services and the Director II of Continuous Improvement and Support participate in quarterly CISC meetings and collaborate with colleagues from across the state and Region 6.
* The Director II of Continuous Improvement and Support serves as an Advisory member and meets monthly with the Capital Central Foothills Area Consortium (CCFAC) Advisory group.
* The Coordinator of State and Federal Programs, Accountability, Williams, and Counseling participates in regular Regional Assessment Network (RAN) meetings.
* The county LCAP team attends the State and Federal Program meetings. After the meeting, COE team members collaborate on topics and issues.
* The Director II of Continuous Improvement and Support, meets regularly with the CCFAC.
* The Director I of Continuous Improvement and Support in collaboration with the Stanislaus County Office of Education co-facilitates the COE DA support for a 3-county consortium (San Joaquin, Stanislaus and Merced). The group collaborates with CDE, as needed.
* The Deputy Superintendent attends BASC meetings.
* SJCOE staff lead or participate in CCFAC huddle groups for UDL, English learners, data, equity, and continuous improvement.
* The County LCAP team participates in the Calibration and Collaboration calls to discuss support and expectations for LCAP approval.
* The Director I of Continuous Improvement and Support serves as San Joaquin County’s Regional Lead Facilitator for 21CSLA (California School Leadership Academy).
* The Director I of Continuous Improvement and Support serves as San Joaquin County co-leads for Scaling Up MTSS Statewide (SUMS).

The San Joaquin County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

* Initiate a phone call and/or face-to-face meeting with each LEA’s superintendent, designee and/or leadership team to communicate LEA’s eligibility for Differentiated Assistance (DA).
* Send an initial DA Identification notice letter to each LEA’s superintendent
* Schedule initial DA meeting with superintendent, designee, and/or district DA leadership team to clarify process, emphasize collaborative inquiry, and affirm customized support. This also includes a review of LEA performance on state indicators, evaluating existing partnership between LEA and SJCOE, identification of SJCOE level of support requested by LEA (light, moderate, or substantial), and identification of LEA DA leadership team members.
* Encourage all LEA DA teams to participate in DA Orientation and other professional learning workshops that address a comprehensive review of the CA Dashboard data and key aspects of DA protocols and practices, including how to initiate and sustain change through an improvement science approach.
* With the LEA DA team, collaboratively develop a customized learning plan based on the LEA’s identified needs that aligns with the LEA’s LCAP and other schools’ plans that are identified for improvement under the Every Student Succeeds Act (Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI).
* Work with the LEA DA team to support the development and implementation of their plan for identifying cause and potential actions to address the cause(s) using research-based approaches such as Improvement/Implementation Science, the LEA Self-reflection Tool, and/or the Fidelity Integrity Assessment.
* Offer support and technical assistance to monitor and evaluate the improvement plan and actions identified in their LCAP that address root causes utilizing Plan-Do-Study-Act (PDSA) cycles of improvement that build LEA capacity to implement sustainable change.
* In collaboration with the LEA, coordinate, facilitate/host, and cover costs associated with professional learning opportunities that address needs identified through the DA process.
* Regardless of the level of support chosen by the LEA (light, moderate or substantial), meet regularly with the LEA DA team to discuss and share learnings and gather input with ongoing support.
* Distribute a monthly newsletter with key information and relevant resources to LEA leaders.
* Meet monthly with the Educational Services content teams and other SJCOE departments to coordinate technical assistance and professional learning in alignment with the LEA plans, and to monitor progress of support.
* Evaluate and assess impact of technical assistance, support and professional learning workshops for LEAs through surveys, identified data points, and/or individual interviews.
* Write a Summary Letter to the LEA superintendent or designee that describes the collaboration and improvement process between SJCOE and the LEA, including identified areas of strength, growth, and the determined targeted focus for the year.

## San Luis Obispo

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

* Supporting LEAs throughout the year in the development of their LCAP and/or any additional required Annual Review plans through offering professional learning workshops and individual LEA visits throughout the year.
* Providing up to date communication (via email, shared drives, and meetings) regarding the LCAP and related templates, LCFF requirements, Every Student Succeeds Act (ESSA), the State and Federal Accountability Systems and how they all interrelate as part of a continuous improvement cycle.
* Being available for consultation by phone, email, virtual platforms, and in person
* Targeting professional learning opportunities towards the needs of districts and with input and feedback from participants
* Providing technical assistance through the Differentiated Assistance team that includes
	+ Data analysis to surface strengths and gaps
	+ A system investigation and root cause analysis
	+ Designing a Theory of Action that will improve services to the student group(s) which provided eligibility for Differentiated Assistance
	+ Testing improvement ideas through PDSA cycles and implementing Action Plans

## San Mateo

The San Mateo County Superintendent of Schools will plan to take to collaborate with the CCEE, the CDE, other county superintendents, and Geo Leads Agencies, as well as SOS Agencies to support school districts within the county in the following ways:

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

The San Mateo County Office of Education will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

* Action 1: Provide districts identified for Differentiated Assistance with coaching and support through the continuous improvement process.
	+ Action 1a: Provide support in understanding Differentiated Assistance identification and technical assistance for newly identified LEAs and charter schools.
	+ Action 1b: Customize meetings for continuous improvement support, such as root-cause analysis, developing an aim statement, and progress monitoring.
	+ Action 1c: Collaborate across SMCOE departments and divisions to provide support for districts in root cause analysis as well as specific content or areas of need.
	+ Action 1d: During LCAP training, provide support for districts identified for Differentiated Assistance to memorialize Differentiated Assistance analysis and support within the LCAP.

## Santa Barbara

The Santa Barbara County Superintendent of Schools and Santa Barbara County Education Office (SBCEO) will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Santa Barbara County Superintendent of Schools participates in quarterly CA County Superintendents meetings.
* The County Superintendent serves on several committees with the CA County Superintendents.
* The Associate Superintendent, C&I meets bi-monthly with C&I leaders across the state at CISC meetings. As CISC chair, attends all CA County Superintendents meetings.
* The Assistant Superintendent, Administrative Services, meets monthly with County business leaders across the state at BASC meetings. The Administrator, SBAS, attends External Services Subcommittee (ESSCO) meetings.
* The Assistant Superintendent, C&I serves on the state Accountability subcommittee and leads/ facilitates CA County Superintendents training and resource development initiatives for LCAP.
* The Assistant Superintendent, C&I serves on the CA County Superintendents LCAP and Fiscal advisory and leads the statewide LCAP training and calibration.
* Directors from C&I take part in the 21CSLA Regional Grant and coordinate coaching support and professional development for administrators with clear credentials.
* The Differentiated Assistance Team meets at least monthly in the Geo area work group and with the Geo Lead (VALCO – Valley to Coast Collaborative) to develop capacity and resources for supporting DA.
* The LCAP team (C&I and SBAS members) attend all statewide LCAP training. The COE LCAP writing team (2 Ed. Services, 1 SpEd, 1 Fiscal Services member) attends all statewide LCAP training.
* The Differentiated Assistance Team attends virtual training and collaboration events with System of Support Leads.
* The Assistant Superintendent, Special Education attends virtual collaboration with the SELPA resource Leads

The Santa Barbara County Education Office will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

Customize differentiated assistance plans for districts qualifying for Tier 2 (Year 1) assistance based on needs and context in the district.

As indicated by:

* Agendas, data displays and other artifacts of facilitated meetings within DA e-folders by district.
* Meeting summaries; self-assessment results and/or focus areas; theory of action and/or action plans
* Feedback from District Leadership at meetings between the DA events; Adjustment of processes based on feedback
* Replication of processes and/or communication at sites with additional stakeholders
* Evidence of analysis and plan in plans and LCAPs

Action Steps:

* Provide SBCEO DA team and entire C&I department on-going training in data visualization and analysis, Improvement Science, Implementation Science, facilitation, Compassionate Systems, Adaptive Schools, and Equity to form the basis of how we partner with districts for continuous improvement.
* Meet with each Superintendent (and core leadership team of their choice) of Tier 2) districts to plan customized, differentiated assistance, beginning with overview and analysis of Dashboard and other publicly available data
* Develop data displays and facilitate dashboard/data analysis to determine for which student groups the current system is work (initial strengths and weaknesses)
* Collect systems data, including a self-assessment (e.g. FIA or LEASA) to help district analyze how each district system is designed. Support LEA to refine strengths and weaknesses, conduct root cause analysis and determine area(s) of focus or problem of practice for continuous improvement
* Support integration of continuous improvement focus in LCAP and comprehensive planning processes; meet with district leadership between meetings to refine and adjust process and translate to action.
* SBCEO participates in GEO area and other systems of support networks to develop skills, access resources, and build competency in all areas to support districts.

Customize differentiated assistance plans for districts qualifying for year 2 or 3 assistance based on needs and context of the district.

As indicated by:

* 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 plan in LCAPs

Action Steps:

* Meet with each Superintendent and the core leadership team of their choice to plan customized, differentiated assistance, beginning with dashboard and data analysis updates and review of a previous year.
* Work with district teams to re-engage in data, 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. Prepare all data to allow for deep, facilitated analysis by district personnel.
* 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
* Participate in Geo area and other systems of support networks to develop skills, access resources, and build competency in all areas to support districts.

## Santa Clara

The Santa Clara County Superintendent of Schools will collaborate with the CCEE, the CDE, CA County Superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Participate in quarterly CA County Superintendents meetings.
* Meet regularly with Region 5 C&I leaders to calibrate work regionally.
* Serve on the CISC Assessment and Accountability Subcommittee.
* Attend CDE hosted regularly scheduled meetings regarding accountability and compliance.
* Participate in the Region IV Geo Lead meetings.
* Attend quarterly Statewide System of Support meetings and coordinate Santa Clara COE’s (SCCOE) work as a statewide equity lead for California.
* Collaborate with System Improvement Leads around Differentiated Assistance
* Attend CISC meetings both virtually and in-person.

SCCOE will provide a hybrid Differentiated Assistance Technical Support Model made up of the following four phases:

* Phase 1: Investigating Your System (January)
* Phase 2: Constructing a Theory of Action (March)
* Phase 3: Implement Plan-Do-Study-Act Cycles (September)
* Phase 4: Evaluate and Scale Improvement ideas (November)

Each phase includes three components to engage LEA teams: a whole-group, in-person network meeting, a personalized coaching call, and action period work.

SCCOE’s model provides the necessary scaffolding and support to build districts’ and charter schools’ capacity with improvement tools and encourages ownership of the process.

In the first component of the hybrid model, LEAs convene to learn about and utilize the improvement tools to be used during this cycle.

The second component in the cycle is the Personalized Coaching Call. This call provides an opportunity for the LEA to receive DA technical support and coaching related to their specific problem of practice and aim. A CIA team member is assigned between 2-4 districts to coach. Because of the small number of districts assigned to each coach, they are able to become deeply familiar with the needs of their assigned LEAs. The coach’s goal is to support the team to effectively utilize improvement tools and ensure districts identify high leverage change ideas.

SCCOE will provide a hybrid Differentiated Assistance Technical Support Model made up of the following four phases (continued):

The final component of the hybrid model is the Action Period. During the action period, LEAs complete necessary work including data analysis, empathy interviews, and driver diagrams. The action period fosters a sense of agency within the districts. LEA teams are encouraged to request support from coaches as needed.

The model allows SCCOE to build a collection of common training materials, elevates the capacity of each CIA team member to support districts across all phases of the improvement journey, and increases calibration among team members.

In an effort to support schools and districts with initial data analysis and identification of LEA strengths and weaknesses, SCCOE will:

* Work with district improvement teams to review Dashboard and/or local data and community input to determine areas of progress, need, and performance gaps
* Provide data visualizations that are easy to understand by district improvement teams
* Provide targeted professional development and coaching on understanding of the data and in determining areas of strengths, needs and any additional questions
* Work with DataZone and other data management systems to provide districts with real time early warning indicator information

## Santa Cruz

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

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

Providing Differentiated Assistance: Providing technical assistance to school districts pursuant to subdivision (c) of EC Section 52071. Support districts with initial data analysis and identification of strengths and areas of improvement. The two districts who are currently in DA are SLVUSD and PVUSD.

* Work with district leaders and PLN participants to review the current Dashboard data to determine Progress, Greatest Needs, and Performance Gaps.
* The Director of District Support and Leadership and C&I staff will analyze the data and provide it to the districts.
* Provide targeted technical assistance and professional development on Dashboard analysis.
* Survey and meet regularly with DA teams to share successes and challenges with implementation, review data and determine next steps.

## Shasta

The Shasta County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* 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 California County Superintendents Association System of Support Coordinating Committee, working within the Statewide System of Support to:
* Share information and strategically plan within The California County Superintendents for the work ahead.
* Establish a structure for coherent communication and consistent feedback loops within The California County Superintendents, county offices, and Steering Committees.
* Ensure resources are available ahead of when they are needed to support county offices, districts, and schools statewide.
* County Superintendent of Schools participates in quarterly California County Superintendents meetings.
* Associate Superintendent of Instructional Services and Professional Learning and Leadership Staff meet on a regular basis with counterparts in Region 2 to share best practices and learn from each other.
* Associate Superintendent of Instructional Services and/or Professional Learning and Leadship Staff meet bi-monthly with C & I leaders across the state at CISC meetings.
* Professional Learning and Leadership Staff meet bi-monthly with the seven Geographic Leads.
* County Superintendent of Schools and/or Professional Learning and Leadership Staff attend quarterly Statewide System of Support meetings.
* Professional Learning and Leadership Staff will facilitate monthly Far North Partnership Geographic meetings.
* Professional Learning and Leadership Staff attends bi-monthly RAN meetings
* Professional Learning and Leadership Staff attend State and Federal Program meetings.

Shasta COE will provide technical assistance school districts pursuant to subdivision (c) of *EC* Section 52071.

* Continue the working relationship between district superintendent/designee, the Differentiated Assistance Team Lead from SCOE to discuss learnings, implementation, and impact dashboard to dashboard.
* Identify DA Team Lead for each district team to work with district leadership to plan, gather and organize information in future district meetings.
* Meet regularly with the district Differentiated Assistance team to share successes and challenges with implementation, review data and determine next steps.
* Provide customized continuous support plan in area(s) district identifies as a need, based on root cause analysis, action steps and LCAP goals, from SCOE staff. Support will be scheduled based on district need, staff with expertise and availability. A plan will be jointly developed with SCOE Instructional Services staff and district leadership between to continue the improvement work.
* Create and review with district leaders data displays that disaggregate state indicators from the CA Dashboard with a focus on areas showing greatest improvement as well as areas of potential focus.
* Work with district leaders to review current year data to determine what actions are needed to improve student outcomes.
* Meet regularly with the district team to discuss learnings and gather input/perspectives in the analyzing leading and lagging data.
* Provide discounted professional development and support related to improving academic outcomes held at Shasta County Office of Education (SCOE) facilities by SCOE’s Professional Learning and Leadership Support Services Staff that support our county’s identified highest areas of need from the CA Dashboard Indicators in addition to CA standards and frameworks.
* Provide discounted professional development and support related to improving non-academic outcomes by SCOE’s Professional Learning Support Services Department Staff that support our county’s identified highest areas of need from the CA Dashboard Indicators and other local data.
* Building district capacity for continuous improvement by providing tools, resources ongoing coaching, and professional development.
* Identify greatest strengths and needs countywide related to a State Priority and/or student group.
* Research the area of greatest strengths and needs to determine effective strategies, best practices, and areas of improvement.
* 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).
* Provide monthly opportunities for district 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.
* Provide an assessment information and updates for administrators and/or district leaders to learn best practices working with local data to positively impact CAASPP results.

## Siskiyou

The Siskiyou County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Professional learning in the area of improvement science
* Support LEAs that elect NOT to engage in DA work with our county office of education
* Community Schools Implementation
* MTSS

The Siskiyou County Office of Education (SCOE) provides technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071*.*

* The Continuous Improvement Director will compile district Dashboard data. That person and other District Support department staff will analyze the data.
* Use data to help districts identify strengths and growth areas to inform the continuous improvement process.
* Work with district leaders to draft LCAP goals to align to the root causes identified using improvement science tools (i.e. Fishbone Diagram, 5 Whys Protocol, etc.)
* Guide the districts’ implementation and follow-through of the actions identified through the improvement science process.
* Review subsequent performance on the Dashboard and other state and local measures.

## Solano

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

* Solano County Superintendent of Schools participates in weekly and quarterly CA County Superintendents’ meetings.
* The Deputy Superintendent of Educational Services and Student Programs and Senior Director of District and School Support participate in the CA County Superintendents CISC.
* The Deputy Superintendent of Educational Services and Student Programs, Senior of District and School Support, Senior Director of Student Programs, Director of College and Career Readiness, Director of Reseach, Assessment, and Evaluation (and other program administrators as appropriate) participate monthly in the CISC Region IV CILC (Curriculum and Instruction Leadership Council) subcommittee.
* The Deputy Superintendent of Educational Services and Student Programs and Senior Director of District and School Support (and other program administrators as appropriate) participate monthly in the Bay Area Consortium for Student Success (Geo Lead) meetings.
* The Executive Director, Specialized Services and Director of Special Education participate in the CA County Superintendents’ subcommittee SEACO (Special Education Administrators of County Offices).
* The Deputy Superintendent of Educational Services and Student Programs and Senior Director of Student Programs, attend the CA County Superintendents’ County Operated Student Programs committee. The Deputy Superintendent of Educational Services and Student Programs served as the co-chair for this committee during the 2022-23 school year and will serve as past co-chair during the 2023-24 school year.
* The Educational Services Team Members attend State and Federal Program meetings.
* The Educational Services team and County Superintendent partner with CCEE with a Solano County district through AB1840 and a request by the county and district superintendents for a collaborative partnership with CCEE.

The Solano County Office of Education will:

* provide responsive professional learning to LEAs based on academic, behavioral, and social-emotional student needs and outcomes based on the unique needs of the LEAs.
* Provide opportunities for collaboration and networking.

## Sonoma

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

* Statewide System of Support Convenings and virtual meetings.
* County Superintendent participates in general meetings as part of CA County Superintendents to discuss collaborative approaches to the California Statewide System of Support for districts.
* Assistant Superintendent for Educational Support Services serves participates in the general membership meetings of the Curriculum and Instruction Steering Committee (of the California County Superintendents) and collaborates with representatives from CDE and CCEE to discuss best practices and approaches to support districts through continuous improvement.
* Assistant Superintendent for Educational Support Services, Assistant Superintendent of Operations and Partnerships and Directors collaborate with representatives from other county offices, CDE, and CCEE to discuss best practices and approaches to support districts through continuous improvement.

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

* Facilitating professional learning in support of Multi-Tiered Systems of Support (MTSS)
	+ Universal Design for Learning 101
	+ Universal Design for Learning/MTSS
	+ Anti-Racism and Universal Design for Learning: Building Expressways to Success
	+ Lesson Study in Mathematics
* Facilitating professional learning and networking opportunities in support of multilingual learners such as:
	+ The Best of GLAD: High Leverage Strategies for Multilingual Learners
	+ AIM (Affirming Instruction for Multilingual Learners) Institute
	+ Compliance and Implementation of Services and Support for English Learners
	+ Multilingual Learner Leadership Conference
* Facilitating professional learning in support of early learners (UPK/UTK):
	+ Project-Based Learning and Play for Young Learners
	+ TK Academy
	+ Teaching Pyramid
* Facilitating professional learning opportunities focused on specific student learning needs
	+ Building Thinking Classrooms - Mathematics,
	+ Science of Reading (Introduction for TK-3, 4-12th grades; Diving Deeper)
	+ Trauma-informed Practices, Social-Emotional Well-being and Mental Health
* Facilitate job-alike professional learning networks and communities of practice (e.g., California Principals Support Network, Chief Business Officials, Multilingual Learner Collaborative, Young Learner Network, UPK Project-based Learning Community of Practice, Math Teacher Fellowship; Ethnic Studies; Teacher-on-Special Assignment Community of Practice, etc.)
* Facilitation leadership development professional learning opportunities through the California School Leadership Regional Academy
* Custom services aligned with district goals and student learning needs
* Providing support and services to improve school culture, focusing on academic achievement, school connectedness, health and well-being, school safety, fair and consistent discipline policies and practices, and family & community engagement.
* 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.
* Providing fiscal and oversight support to district business staff by assigning fiscal advisors to work with ESS on joint LCAP communications with districts throughout the LCAP review and approval process.
* Facilitating discussions with business staff at workshops and training to ensure that district business staff are participating in program conversations and meetings focused on student achievement.
* Building capacity for performance-based budgeting to strengthen/leverage the ability to financially support all LCAP goals/actions/services in the long term while remaining fiscally stable.
* Providing administrative workshops on understanding data systems, including CalPads, attendance systems, and data analytics.

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

* Facilitate learning sessions for 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 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.
* Coaching support for improvement processes and communication of those processes to the broader community.
* Support for data analysis and data visualization for districts and schools to create an narrative that is easily accessible by all.

## Stanislaus

The Stanislaus County Superintendent of Schools will collaborate with the California CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Support districts with Special Education Accountability through Continuous Improvement Monitoring (CIM)
* Support districts in Differentiated Assistance and schools in Comprehensive Support and Improvement (CSI) and Additional Targeted Support and Improvement (ATSI)
* Participate in the Mid-State Collaborative Geo Region activities, Advisory, Differentiated Assistance Cohort, and Improvement Science Cohort
* Participate in the California County Superintendents sub-committees - CISC, RAN, Math, ELA, Arts, etc.
* Participate in the California Association of State and Federal Program (CASFEP) Directors meetings

The Stanislaus County Office of Education provides technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

* Offer support through Differentiated Assistance to all eligible districts in Stanislaus County to work jointly with districts in affirming and/or supporting focus areas of work that:
	+ Builds capacity through professional expertise and local decision-making
	+ Fosters systematic collaboration
	+ Builds a culture of co-learning and reflective inquiry
	+ Promotes a climate of candor, evidence, and urgency to take action
	+ Results in improved student outcomes and leads to sustainable change

## Sutter

The Sutter County Superintendent of Schools will collaborate with the CCEE, the CDE other county superintendents, and Geo Lead Agencies to support school districts within the county in the following ways:

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

The Sutter County Superintendent of Schools will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

Senior Director of Educational Services and Continuous Improvement Coordinator will:

1. Work with district leaders to review and analyze current state and local data to identify systems level strengths and weaknesses and performance gaps.
2. Continuous Improvement Coordinator will compile and analyze state data.
3. Professional development will be targeted to support identified areas of growth.
4. Provide district leaders with support in conducting the LEA Self- Assessment to identify systems-level strengths and weaknesses.
5. Work with district leaders to identify causes using the Improvement Science tools (i.e. Fishbone Diagram, The 5 Whys Protocol, etc.).
6. Introduce the Continuous Improvement Cycle to districts to determine root causes.
7. Work with district leaders to draft LCAP goals that align to root causes.
8. Work with district leaders to identify aim statements, and primary and secondary drivers to address identified root causes.
9. Provide district leaders with tools to identify change ideas, evidenced- based practices and inventory, and create Actions and Services in their LCAP to address root causes.
10. Provide professional development on reframing the discussions that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.
11. Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.
12. Survey and meet regularly with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.

## Tehama

The Tehama County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* Attend Geo Lead Meetings and collaborate with surrounding County Office of Education departments to monitor effectiveness and strategies designed to support districts.
* Attend monthly CDE State Director Meetings.
* Attend state and national conferences to obtain information and establish research-based practices for supporting districts.
* Review literature, webinars, and web-based information from state, federal, and local organizations to maintain current and relevant information that is shared with districts and used in collaborative sessions with districts.

Tehama County Department of Education (TCDE) will provide technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

* Provide continuous improvement training as requested by districts.
* Facilitate continuous improvement groups as requested by districts.
* Provide targeted assistance for analyzing data, subgroup performance, and academic needs of district.
* Provide access to targeted supports (i.e. MTSS, SEL) that addresses identified DA needs of district.
* Provide customized support to district that address needs.
* Creation of data dashboards with real-time data snapshots for academic, social, and attendance monitoring and improvement efforts.

## Trinity

The Trinity County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

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

Ed Services team to meet with districts as needed or required to provide analysis and review of district strengths and opportunities and strategies for improvement.

Supports include:

* Data Review
* Root Cause Analysis
* Driver Diagram/Action Steps
* Fidelity Integrity Assessment
	+ Provide technical assistance through conducting a customized LEA self-assessment (e.g. LEASA, SWIFT FIA, Whole-Child Design Inventory); identify aim statements and primary and secondary driver/hypotheses to address identified root causes;
	+ Professional development related academic outcomes
	+ Providing targeted professional development based on data analysis

Improvement Plan Implementation

* Provide support with Improvement Science tools (e.g. Fishbone Diagram, 5 Whys) to conduct a root cause analysis and to development an aim statement
* Provide support with Plan-Do-Study-Act (PDSA) inquiry cycle(s) to address an aim statement, specifically related to gaps in student group data.

Collaboration and continuous improvement,

* Provide coaching and support in drafting LCAP goals and/or actions that align with identified root cause(s) and aim statement(s);
* Provide coaching and support to modify LCAP actions that are identified as contributing to Increased or Improved Services for Unduplicated Pupils.
* Maintain ongoing communication with district leadership to share celebrations of progress and emerging challenges with implementation, inclusive of data benchmarks and determination of next steps.

## Tulare

The Tulare County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads, as well as SOS Lead Agencies to support school districts within the county in the following ways:

* County Superintendent participation in quarterly CA County Superintendents meetings
* County Superintendent or designee participation in Geographic Leads meetings
* County Superintendent or designee participation in System of Support meetings
* County Superintendent participation in Region 7 Superintendent meetings

The Tulare County Office of Education (TCOE) provides technical assistance to school districts pursuant to subdivision (c) of *EC* Section 52071.

* TCOE staff will work with LEA leaders to review the current year Dashboard data to determine Greatest Progress, Greatest Needs, and Performance Gaps. TCOE staff will compile district Dashboard data and will provide targeted professional development on CA Dashboard Analysis.
* TCOE staff will work with LEA leaders to review and analyze local data and will provide support on conducting the LEA Self-Assessment to identify systems level strengths and weaknesses.
* TCOE staff will work with LEA leaders to identify root causes using Improvement Science methods and tools, introducing the Continuous Improvement Cycle, and will work with leaders to draft LCAP goals that align to root causes.
* TCOE staff will work with LEA leaders to identify change ideas and create Actions and Services in their LCAP to address root causes. TCOE staff will provide customized support in the area(s) that the LEA has identified as a need, based on root cause analysis. TCOE staff will survey and meet regularly with LEA Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine next steps.
* TCOE will work collaboratively with LEA leadership to construct a targeted work plan with a focus on the implementation of effective programs designed to improve student outcomes in the LEA.

## Tuolumne

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

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

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

* Support districts with 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.
* Analyze Dashboard data for districts using this specific data to help districts narrow focus of DA goals.
* Structure staff in a way such that Student Support Services are coordinated and communicating effectively to provide proper support for the districts
* Support and encourage the strategic planning process opportunities.
* Provide action plan and summary report.
* Compare year to year data to monitor progress and follow up support through the Differentiated Assistance Process
* Build district capacity for continuous improvement through ongoing coaching and professional development.

## Ventura

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

* Ventura County Superintendent of Schools participates in quarterly CCSESA meetings.
* Associate Superintendent, Directors of Local District Support Services, Director of Instructional Support, Executive Director Educator Support and Effectiveness, Director of Early Learning Programs meet regularly with Ventura County school leaders.
* Associate Superintendent, Directors of Local District Support Services, Director of Instructional Support, Executive Director Educator Support and Effectiveness, Director of Early Learning Programs, met five times with instructional leaders from across the state at CISC meetings.
* VCOE Mathematics Support Provider and Local District Support Services Director are members of the Mathematics Subcommittee.
* Directors of Local District Support Services, Associate Superintendent, and Educational Services partner with CCEE to facilitate CA System of Support access to participating districts.
* Directors of Local District Support Services, Associate Superintendent facilitate and attend CCSESA LCAP workshops and calibration calls.
* Directors of Local District Support Services and Associate Superintendent attend State and Federal Program Meetings.
* Associate Superintendent attend regional arts meetings as the Region 8 lead.
* Directors of Local District Support Services, Associate Superintendent, Director of Instructional Support Services, and SELPA designee attend monthly Geographic Lead Meetings.
* Local District Support Services Director attends monthly CAASFEP.
* Local District Support Services Director support and attend Community Engagement Initiative Training and Events.
* Local District Support Services Director attends the California Regional Ethnic Studies Collaborative Geo Lead meetings
* Local District Support Services Director attends local and regional Foster Youth, Low Income and English learner Task Force and Network meetings
* Ventura County Superintendent of Schools participates in quarterly CCSESA meetings

There are Four Major Components to Providing Differentiated Assistance – I, II, III, IV

1. Assisting the school district to identify its strengths and weaknesses in regard to the statepriorities (Academic Performance; Chronic Absenteeism; College/Career Readiness; EnglishLearner Progress; High School Graduation Rate; Suspension Rate)
	1. Targeted professional development:
		1. Compassionate Systems Leadership
		2. Cognitive Coaching – Thinking Collaborative
		3. Adaptive Schools – Thinking Collaborative
		4. Improvement Science – 21st Century California School Leadership academy (CSLA)
	2. Associate Superintendent and Director level networks
	3. Technical Assistance to support real time districts needs
	4. Continued to survey and meet with district Differentiated Assistance teams to share successes and challenges with implementation, review data, and determine the next steps.
2. Working collaboratively with the school district to secure assistance from an academic, programmatic, or fiscal expert or team of experts to identify and implement effective programs and practices that are designed to improve performance in any areas of weakness identified by the school district.
	1. LCAP and State & Federal Program Director Office hours included various aligned VCOE departments (SELPA, Special Populations, Technology Services, Expanded Learning Programs, etc.)
	2. Customized professional development designed to serve small districts and charters in order to support and connect them with aligned VCOE departments:
		1. Charters (SELPA, Technology Services)
		2. K-12 Site Administrators (Technology Services, SELPA)
		3. Small districts (SELPA, Technology Services, CSLA)
	3. Technical Assistance consultation meetings to support district’s needs in real time
	4. Provide real time support as local districts acquire, review, and analyze state and local data
3. Obtaining from the school district timely documentation demonstrating that it has completed the activities described in bullets (1) and (2).
	1. Communicating and reviewing statutory deadlines and timelines (professional development, office hours, email, phone, and verbal)
	2. Communication reminders of key timelines and deadlines (professional development and network meetings, email, phone)
	3. Tracking Local District progress using internal tracking systems
	4. Following up with local districts to meet the statutory deadlines
	5. Updating and reporting results of local district submission of completed activities
4. Partnering with CCEE to provide assistance to school districts.
	1. Direct Local District consultation in collaboration with VCOE
	2. Participation in local and regional professional development
	3. Sharing and relaying of key resources, legislative updates, timelines, deadlines, and templates.
	4. Continued collaboration with CCEE to support local district real time needs as they relate to activities described in bullets (1) and (2)

## Yolo

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

* Yolo County Superintendent of Schools participates in CAS.
* The Associate Superintendent, Assistant Superintendent of Equity and Support Services, and Director of Teaching and Learning meet bi-monthly with leaders across the state at California County Superintendents and CISC as well as regional CDE meetings.
* Assistant Superintendent-Equity and Support meets monthly with the Capital Central Foothills Area Consortium (CCFAC) the Geographic Lead Agency Group for the area.
* Assistant Superintendent Equity and Support participates in CCFAC workgroups for: Equity, and Small COEs.
* The Associate Superintendent and Assistant Superintendent of Equity and Support Services lead the North Central Counties Professional Learning Network through the California School Leaders Academy (CSLA), which includes districts from Colusa, Yolo, Sutter, and Yuba counties.
* The Assistant Superintendent of Equity and Support Services and Director of Special Programs attend State and Federal Program Meetings.
* Associate Superintendent-Business attends BASC meetings.
* Assistant Superintendent-Special Education participates in monthly State SELPA meetings to gain further knowledge on Special Education timelines, budget, reviews, and new laws.

## Yuba

The Yuba County Superintendent of Schools will collaborate with the CCEE, the CDE, other county superintendents, Geo Leads as well as SOS Lead Agencies to support school districts within the county in the following ways:

* County Superintendent participates in regular County Supts..meetings and scheduled CCEE Advisory Board meetings.
* Deputy Superintendent of Educational Services and Curriculum & Instruction Director attend Capitol Service Region meetings.
* Deputy Superintendent of Educational Services and Curriculum & Instruction Director attend Curriculum and Instruction Steering Committee meetings.
* Deputy Superintendent of Educational Services and Curriculum & Instruction Director attend Student Programs and Services Steering Committee meetings
* Deputy Superintendent of Educational Services and Curriculum & Instruction Director attend Capitol Central Foothill Area Consortium meetings and serves on the Advisory Committee (Geographic Lead)
* Curriculum & Instruction Director attend state and federal program director meetings
* Deputy Superintendent of Educational Services and Curriculum & Instruction Director attend Capitol Central Foothill Area Consortium meetings and state networking and initiatives meetings.
* Curriculum & Instruction Director attends Math & Science state networking meetings
* Curriculum & Instruction Director attends ELA state networking meetings and CA Rural Arts Network meetings
* Social Emotional Learning Coordinator attends state SEL COE leads meetings
* UPK Coordinator attends state UPK networking meetings
* SELPA Director attends state SELPA meetings
* Chief Business Officer attends BASC meetings

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

* Collaborate with district leaders and teams to identify aim statements, and primary and secondary drivers to address identified root causes.
* Provide district leaders and teams with tools to identify vetted and prioritize change ideas and create actions and services in the LCAP that address root causes.
* Provide professional development on reframing the discussion that lead to decisions on the Demonstration of Increased or Improved Services for Unduplicated Pupils section of the LCAP.
* Provide customized support in the area(s) that the district has identified as a need, based on root cause analysis.
* Survey and meet regularly with district leaders and teams to share successes and challenges with implementation, review data and determine next steps.

California Department of Education

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