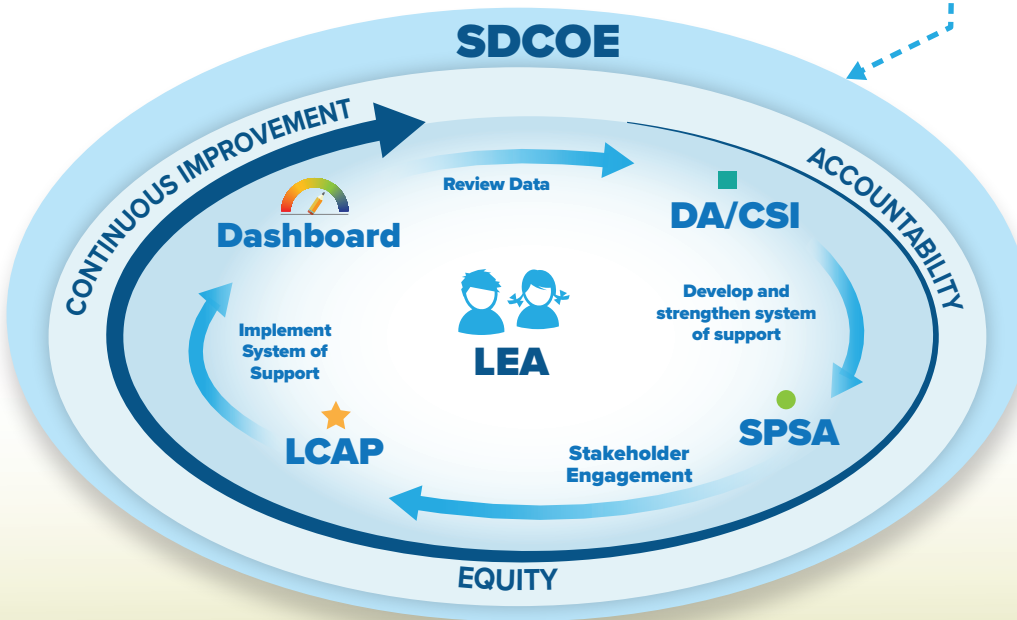
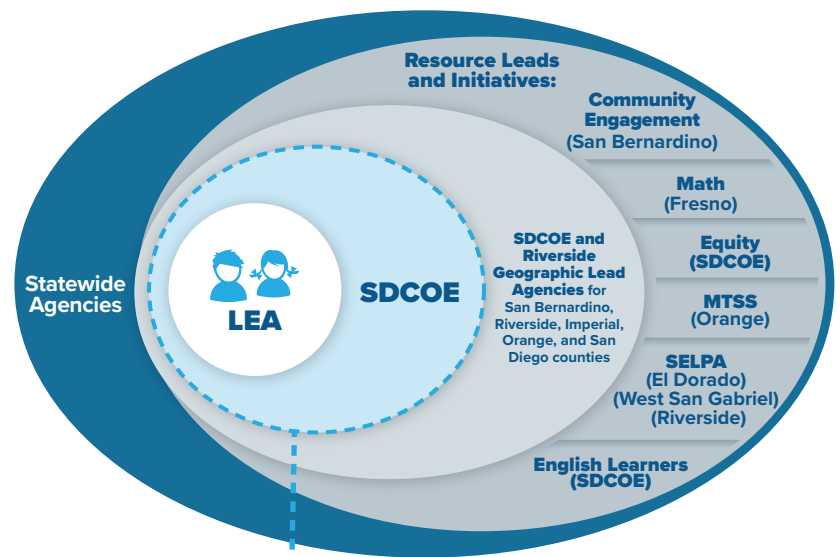


SYSTEMS

Centered on Supporting ALL STUDENTS

Local educational agencies (LEAs) – districts and charters – are at the center of a robust network of partners in improvement with the California system of support.

The state system of support keeps students as the focus with an emphasis on local control. It is one of the central components of California’s accountability and continuous improvement efforts. The system relies on county offices of education to work with districts to provide access to a range of expertise in multiple areas that result in improved student outcomes.



The San Diego County Office of Education (SDCOE) is aligning programs and services to continue providing high-quality support to all districts, as well as enhanced help for those districts that qualify for differentiated assistance, and to the schools eligible for support and improvement under the Every Student Succeeds Act (ESSA).

■ Differentiated Assistance / Comprehensive Support and Improvement

Differentiated Assistance (DA) is individualized support for LEAs that meet the eligibility criteria based on the California School Dashboard results. DA helps LEAs build their capacity to improve student outcomes through the LCAP process; it is not an additional improvement plan.

SDCOE brings eligible districts together to look at their data, learn collectively, and implement action plans to improve student outcomes. Supports are designed differently for districts in their



SDCOE Differentiated Assistance Process

- 1 SDCOE coaching team for each district
- 2 Data Institute
- 3 System Analysis
- 4 Root Cause Institute
- 5 Synthesis of Findings

first year of DA versus their second year. In 2019-20, charter schools will be included for eligibility. Eligibility for DA is determined annually when the Dashboard results are released; there is no label or status requiring exit criteria.

Comprehensive Support and Improvement (CSI) is the first level of assistance for schools under the federal Every Student Succeeds Act (ESSA). Title I schools are eligible for assistance based on graduation rate or academic performance. LEAs are tasked with providing support to their schools; county offices of education are responsible for assisting LEAs by growing leaders' capacity to support their schools. Improvement efforts must be approved through each school's School Plan for Student Achievement (SPSA). A summary of those efforts must be included in the LEA's LCAP. The other levels of support are Targeted Support and Improvement (TSI) and Additional Targeted Support and Improvement (ATSI).

Level	Eligibility
CSI	Grad rate less than 67 percent averaged over two years (all high schools eligible) or lowest performing 5 percent of Title I schools (All red/all red except one/majority red/all red or orange on Dashboard indicators)
TSI	Eligible in 2019-20 / One or more student groups for two consecutive groups meet same CSI/Title I criteria
ATSI	Determined by state in 2018-19 / Among TSI-eligible schools and any student group on its own meets criteria for CSI/Title I criteria

● School Plan for Student Achievement

The **School Plan for Student Achievement (SPSA)**, formerly the Single Plan for Student Achievement, is for schools that receive federal funds to consolidate all school planning requirements. The CSI/TSI/ATSI improvement plan must be in the SPSA, with a summary of all efforts in the LCAP. SPSAs are approved by school site councils. Single school districts and charter schools can use the LCAP as their SPSA, provided the LCAP meets the ESSA school planning requirements and the stakeholder requirements.

SPSA at a glance

- Be informed by all state indicators
- Be based on a school-level needs assessment
- Include evidence-based interventions
- Identify resource inequities

★ Local Control and Accountability Plan

What's New in 2019-20

- [LCFF Budget Overview for Parents](#)
- [CSI Summary](#)
- [Federal Addendum](#)

This is the final year of this three-year, static **Local Control and Accountability Plan (LCAP)** for LEAs. The LCAP describes the goals, actions, services, and expenditures to support positive student outcomes that address state and local priorities. The 2020-21 LCAP will begin a new three-year plan.

The state system of support, including DA, supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in their LCAP. Using the California School Dashboard to drive continuous improvement, districts dig into the Dashboard data, review local measures, tap into stakeholder input, and update or create the LCAP as a strategic plan for student improvement.

SDCOE reviews and approves all LEA LCAPs and provides year-round LCAP process support. Services provided to all LEAs include network meetings, newsletters, free professional learning opportunities, and representation at statewide meetings.



Dashboard at a glance

- Results released in December
- Used to determine eligibility for DA and CSI/TSI/ATSI
- Informs LCAP and continuous improvement efforts

The **California School Dashboard** is a data tool to help LEAs identify strengths and weaknesses by highlighting student groups and focusing on equity. It reports on the performance of districts and schools using multiple measures and accounts for both the current data (status) and whether there has been improvement (change) over time. Users can drill down to see where the gaps in student performance exist and continue the work of changing their local system to ensure all students are prepared to succeed.