

Fostering Educational Excellence: A model partnership between an LEA and their COE

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CCCCC California Collaborative for Educational Excellence



Welcome



Sujie Shin

Deputy Executive Director, California Collaborative for Educational Excellence

- Recording & slides will be posted on <u>CCEE's website</u>
- Slides will be linked in the chat
- Questions/Comments: Please use the Q&A or chat features



CCCEE California Collaborative for Educational Excellence

Fostering Educational Excellence

A model partnership between an LEA and their COE



Dana Budd

Associate Director, LCAP & Compliance



Jose Guzman

Assistant Superintendent, Kings Canyon Joint USD

December 7, 2023

bit.ly/FCSSCompliance



"The main thing is to keep the main thing the main thing." - Stephen R. Covey



Fresno County Superintendent of Schools at a Glance



206,239 Students



32 + 8 School Districts + Charter Schools

1549 + 80

Employees + Departments

1,032,114

2023 Estimated Population



Equity

We ensure fair and just opportunities for all individuals, regardless of their background or circumstances. This involves actively identifying and addressing disparities and barriers that prevent equal access to resources, opportunities, and outcomes, with the goal of creating a more inclusive and equitable communi**ty**.

Service to Others

We seek to build relationships with students, parents, districts and the community to better provide exemplary service in the educational space. We work to develop expertise to ensure that service is of the highest quality to enable the greatest impact.

Continuous Improvement

We are dedicated to the ongoing process of seeking out ways to enhance performance, outcomes, and processes. We espouse a mindset of constantly evaluating, learning from feedback and experiences, and implementing changes and innovations to drive progress and achieve higher levels of effectiveness and efficiency.

Vision

Every student in Fresno County will thrive in a challenging, supportive, and inclusive environment leading to limitless possibilities.

Mission

The Office of the Fresno County Superintendent of Schools provides educational leadership, fosters partnerships and coordinates services to districts to ensure equitable opportunities for ALL students.

Priorities

- Student safety, engagement, and social-emotional wellness
- Student achievement
- Youth, family, and community voice
- Responsive community leadership
- Internal support and development

Values

Prioritize the Needs of St We create learning environments that individual strengths, providing access resources and support, and ensuring t and safety are at the forefront of decisi processes. We provide data-driven leave in order to improve equitable student

Equity

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Continuous Improvement

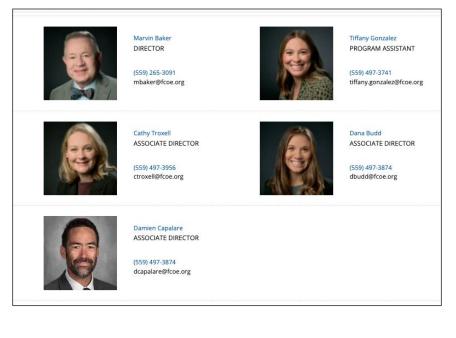
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FCSS: LCAP & Compliance Team

- Yearly Needs Assessment & SWOT Analysis
- Rank LEAs by the amount of support required (*Tier 1-3*)
- Assigned a team member to each LEA
- Communicated Early and Often
- Provide ongoing individual feedback
- Provide group and individualized trainings
- Conduct empathy interviews (new this year)
- Surveyed LEAs

	Level of Support Rubric: LCAP		Description of Support Provided
	ubric and support system for monitoring and providing technical assistance to Local rtext of the Local Control and Accountability Plan (LCAP). The approach involves	Level of support provided to each	
	alitative and auantitative data, as well as regular engagement with the LEAs.		
Level of Support Support for all Districts (Tier 1)	EEA Criteria Provided LCAP pre-review to FCSS	Support for all Districts (Tier 1)	FCSS LCAP training workshops Best Practice Guide Metric Tool(s)
	Responded to feedback in a timely manner Met technical and fiscal requirements		Backwards Map Tool Meeting Community Partners Engagement Tool Action Writters Workshop
	Required minimal LCAP technical adjustment prior to approval Minimal feedback needed on contributing action requirements		Goal Analysis Warkshap Coaching Support upon request
	LEA uses tools and supports Data Access, Data Reports and Visualizations		One Page Accountability Tool
Support for some Districts (Tier 2)	Received significant/material feedback regarding contributing action requirements in the prior year CSI eligible schools) High level of required actions	Support for some Districts (Tier 2)	LCAP 101 For all new writers Support from DA& CSI FCSS leads CSI Workshop New God support / Specific for each LEA Toroted support easies/ins once per month
	Required Technical adjustments for Educational Partners Required Technical adjustments for Metrics Required Technical adjustments for UCAP elements related to contributing actions		District Targeted Support Plan & Backwards Map Coaching Support as needed
	and meeting 5 CCR	Support for a few Districts (Tier 3)	Targeted support per TSP Weekly communication
Support for a few Districts (Tier 3)	 Received a clarification letter, either fiscal or technical/ Aug. 15th - letter to districts Required a significant amount of one-on-one support to develop and or enact technical adjustments independently or in a timely manner New ICAP writers or CADs 		Biweekly support via Zoom or in-person Support starting January Coaching Support as needed





993 Districts in California
344 are Unified School Districts
114 have an enrollment between 5,000 and 20,000
46 have an unduplicated rate above 70%

Of These Districts:

Kings Canyon has the highest percentage of students meeting or exceeding standards in ELA

Kings Canyon has the highest percentage of students meeting or exceeding standards in Math



Kings Canyon Unified School District at a Glance



9,315

Students

21 Schools + Charter Schools

88.7%

Socio-economically Disadvantaged Students

28.4% English Learners

88%

Unduplicated Pupils



KCUSD Mission and Vision



KCUSD's Mission is to provide a broad spectrum of educational programs and co-curricular activities for ALL students so that they may attain their highest potential.

ALL Students will Learn and Succeed

KCUSD Mission and Vision





Know Your Kids Love Them Get Them What They Need When They Need It



"A society grows great when old men plant trees whose shade they know they shall never sit in."

-Greek Proverb

KINGS CANYON UNIFIED SCHOOL DISTRICT



ALL MEANS ALL

NOT BY CHANCE



BUSINESS AND EDUCATIONAL OPERATIONS

The 5 Components of a Model LCAP Partnership

Trust Collaboration & Communication Shared Vision

Flexibility & Adaptability

Data-Driven Approach

Accountability & Monitoring



Shared Vision

Shared Vision



California Collaborative for Educational Excellence

Shared Vision: California's Vision



The process of developing and annually updating the LCAP supports comprehensive strategic planning:

- Address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California *Education Code* [*EC*] Section 52064[e][1])
- Comprehensive connects budgetary decisions to teaching and learning performance data
- Evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students



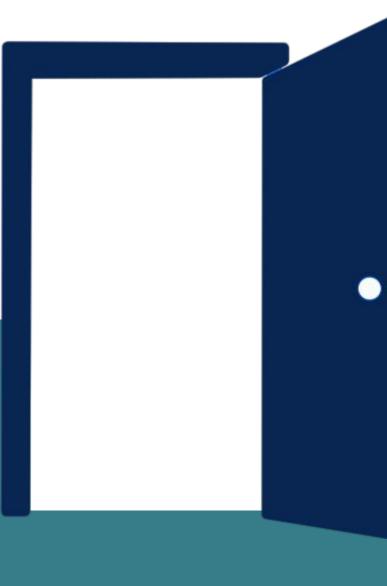
"In order to service its purpose,a vision has to be a shared vision" - Warren G. Bennis

Don't Plan a Budget, Budget a Plan!

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Trust Collaboration & Communication



"When you're listening to a story with an obvious ending. Be curious, not judgemental." -Walt Whitman

Collaboration & Communication

	LCAP Tar	geted Support Pl	lan				
District	LCAP	Support Provider	J.	Date			
1							
	0	District Focus			LCAP Backwards Mapping Ten	nplate	
		LCAP Planning	Scheduled Date	Target Date	Task to Complete	District Person(s) Responsible	Notes
Action Step(s)	Person(s) Responsible	Target Due Date	Click or tap to enter a date.	Now	LEA staff organize and collaborate on data analysis, needs assessment, Educational Partner engagement, monitoring of expenditures, monitoring of implementation, and monitoring of effectiveness	Click or tap here to enter text.	
Complete Backwards Map of LCAP Timeline			Click or tap to enter a date.	Now	Develop a system and begin to monitor spending of S/C dollars to be prepared to avoid carry-over requirements.	Click or tap here to enter text.	
Complete Educational Partner Timeline Notes:			Click or tap to enter a date.	October- May	Present LCAP and LCFF information to Educational Partners; gather feedback/ input	Click or tap here to enter text.	Ed. Partner Checklist for School Districts, COEs, and *Charters that use the LCAP to serve as their SPSA req.
	Education	nal Partner Engagement		December	Present LCAP & LCFF information to the District Leadership Team	Click or tap here	
Action Step(s)	Person(s) Responsible	Target Due Date	enter a date.		(including site principals); gather feedback/input. Discussion should include a review of available data and current needs assessment.	to enter text.	
Educational Partner Engagement, collect feedback			Click or tap to enter a date.	February 28	 A midyear report must be presented to the governing board on or before February 28th of each year at a regularly scheduled board meeting. The report shall include: All available midyear outcome data related to the metrics identified in the current year's LCAP. (23-24 LCAP metrics) All available midyear expenditure and implementation data on all actions identified in the current year's LCAP. (23-24 LCAP actions) 	Click or tap here to enter text.	
					Please see applicable Ed. Code for more information: EC: 47606.5 (Charter Schools), 52062 (School Districts), 52068 (COEs)		
			Click or tap to enter a date.	December	Establish a plan for the evidence that will be collected for Local Indicators	Click or tap here to enter text.	
			Click or tap to enter a date.	December	Examin the performance on state and local indicators included in the California School Dashboard (Dashboard) and conduct a needs asstssment o determine how to the LEA will prioritize the goals, specific actions, and related expenditures included within the LCAP.	Click or tap here to enter text.	
			Click or tap to enter a date.	January-May	Identify the site(s) within the LEA that receives Equity Multiplier Funds. Begin planning for engaging educational partners and the development of Focus Goals in the LCAP.	Click or tap here to enter text.	CDE Website

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LCAP Training Series



LCAP Support

FCSS provides support to local educational agencies (LEAs) in developing and maximizing the impact of their Local Control and Accountability Plans (LCAPs). FCSS provides professional learning opportunities based on participant feedback that aligns with state updates, LCFF metrics, and the LCAP template. In addition, FCSS provides support and guidance for any plan required in addition to the LCAP.





LCAP Workshop: Sessions 1-3 (2023)

LCAP 101 LCAP Workshop 1 LCAP Workshop 2 LCAP Workshop 3 Goal Analysis Workshop & Tools LCAP Writers Workshop

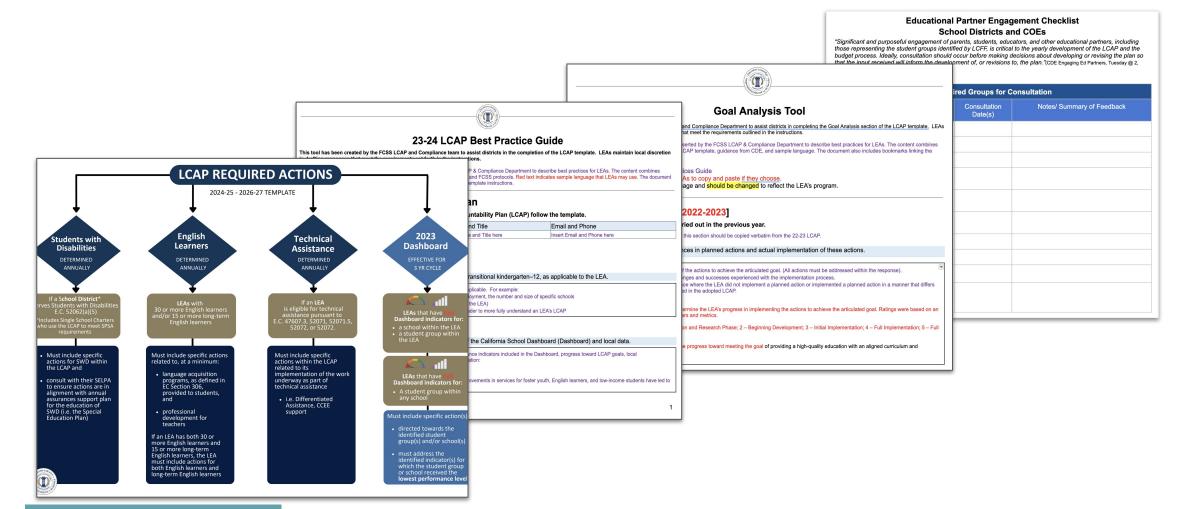


LCAP Workshop: Sessions 1-3 (2022)

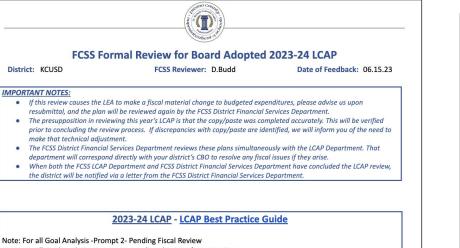
LCAP Workshop 1 LCAP Workshop 2 LCAP Workshop 3 LCAP Writer's Workshop

Provide Broad Tools





Feedback



Note: For all Goal Analysis - Prompt 4- Pending the Copy/Paste Review

Goals and Actions

Goal 2:

Goal Analysis:

Prompt 1: Please align GA Prompt 1 & Prompt 2.

- Action 2.8: The estimated actual expenditure for action 2.8 was lower than planned expenditures. These funds were reserved to hire site. level positions using 15% additional concentration dollars. These actions will be carried over to fill positions in 2023-2024. Please discuss how this impacted implementation in Prompt 1
- Action 2.10: The estimated actual expenditure for action 2.10 was lower than planned expenditures. This was due to construction for KC Kids was not completed in 2022-2023 and will be paid for in 2023-2024. Please discuss how this impacted implementation in Prompt 1
- Action 2.13: The estimated actual expenditure for action 2.13 was lower than planned expenditures. This was a result of several vacancies not filled due to labor shortage. Please discuss how this impacted implementation in Prompt 1
- Action 2.14: The estimated actual expenditure for action 2.14 was lower than planned expenditures. These funds were reallocated to other adopted increased and improved actions where additional funding was needed to best support English Learners, Foster Youth and low-income students. Please discuss how this impacted implementation in Prompt 1
- Action 2.15: The estimated actual expenditure for action 2.15 was lower than planned expenditures. This was a result of a consultant no longer being utilized to provide professional learning experiences. Please discuss how this impacted implementation in Prompt 1
- Action 2.16: The estimated actual expenditure for action 2.16 was lower than planned expenditures. This was due to inability to hire qualified staff due to labor shortage. Please discuss how this impacted implementation in Prompt 1

The following educational partners were included in LCAP consultation according to Ed Code 52060(g):

Educational Partner Groups	Type Y, N, or N/A:
Parents	У
Pupils/Students	У
Certificated Bargaining Unit	n
Classified Bargaining Unit	У
Teachers	n
Classified Employees	У
Administration	У
Principals	У
SELPA (for SWD actions)	n
PAC Input & Draft LCAP for input from PAC	У
DELAC & Draft LCAP for input from DE	У
Equity Mulitpler	

Pupil Achievement

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The following additional requirements as defined by Ed Code are reflected in the LCAP:

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		(0)		
Edu	cational Partner Groups	Type Y, N, or N/A:	Additional Requirements	Type Y, N, or N/A:
Parents		у	Superintendent responded in writing to PAC and/or DELAC	
Pupils/Students		У	questions (if no questions, then it should be stated so)	n
Certificated Bargaining Unit		n Public Comment Period as per Ed Code 52062(a)(3)		У
Classified Bargaining Unit		y Public Hearing as per Ed Code 52062(b)(1)		У
Teachers		n Board LCAP Adoption as per Ed Code 52062(b)(2)		У
Classified Employees		У	Local indicators were presented in conjunction with LCAP	У
Administration		У	Adoption as per Ed Code 52064.5(e)(2)	
Principals		У	Board adopts the LEA budget at the same meeting of the	У
SELPA (for SWD actions)		n	LCAP Adoption 52062(b)(2)	
PAC Input & Draft LCAP for input from PAC		У		
DELAC & Draft LCAP for input from D		у		
Equity Mulitpler		n		
	<u> </u>		vithin the State Priorities listed below are reflected in the LCAP:	The A VAL AN ALA
	State Priorities		LCAP Metrics	Type Y, N, or N/A:
1 Basic Services		Appropriately credentiatled teachers (mentions misassignments and vacancies)		У
		Access to standards align	n	
		Facilities maintained	У	
2	Implementation of State Standards	Implementation of standards for all students and enable ELs access to CCSS and ELD standards		
	Standards			(n)
3	Parental Involvement	standards	note parental participation in programs for unduplicated the exceptional needs	n n
3		standards Seek parent input & prom	th exceptional needs	
3		standards Seek parent input & prom students and students wi	th exceptional needs	n
3		standards Seek parent input & prom students and students wi Statewide assessment EL	th exceptional needs	n y
3		standards Seek parent input & pron students and students wi Statewide assessment EL Statewide assessment ma	th exceptional needs A hth	n y y

A-G completion and CTE pathway completion rate

EL reclassification rate

AP passage rate

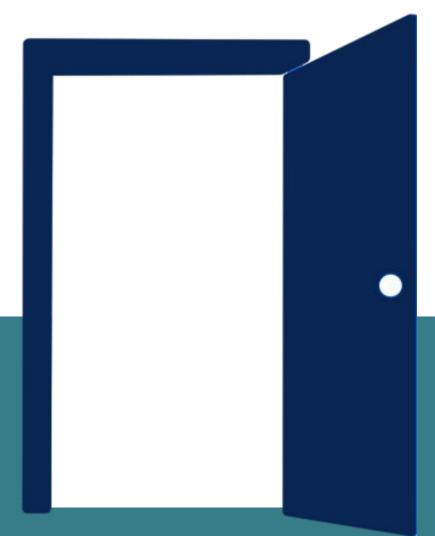
EAP ELA

Rate of EL students making progress toward English proficiency

LCAP Impact: Collaboration & Communication



- Anyone can produce "TOOLS"
 - It is the relationship and reciprocity between two partners to live within the informality of the formality.
- Strategic Plan Actualization
- Commitment to Educational Partners (Reciprocal Accountability)
- Fidelity to to Story: Not What is Easy



Data-Driven Approach

Data-Driven



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Data- Driven Approach



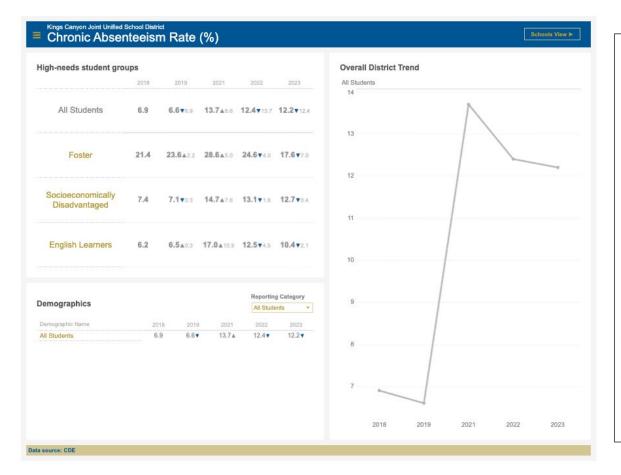




"Without data you're just another person with an opinion." - W. Edwards Deming

Data Driven Approach





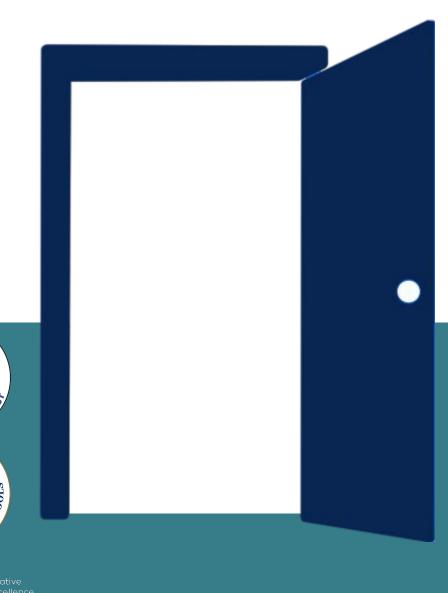
LEAs that have Red Dashboard indicators for the 2023 Dashboard:

- The LEA must include one or more specific actions within the LCAP
- □ The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard.
 - □ (1) a school within the LEA,
 - □ (2) a student group within the LEA, and/or
 - (3) a student group within any school within the LEA
- Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.

□ These required actions will be effective for the three-year LCAP cycle.

Below are "Reds" for KCUSD that must be addressed in one or more specific actions within the LCAP:

Chronic Absenteeism (2019 Dashboard)					
5.5% chronically absent (LEA Level) Maintained -0.4%					
Areas of Celebration	Areas of Concern	Site			
Students with Disabilities 9.5% chronically absent Declined 4.1%	Foster Youth* 20.5% chronically absent Increased 8.3%	Mountain View (Alternative) 32.6% chronically absent Increased 1.2% Socioeconomically Disadvantaged* 38.5% chronically absent Increased 3%			
Asian 1.7% chronically absent Declined 1.7%	Homeless* 42.4% chronically absent Increased 26.6%				
Current LCAP Actions Addressing Chronic Action 5.5 Care Project Action 5.9 School-Based Health Center Action 5.10 Supplemental Health Services Action5.14 Family and Student Support Center					



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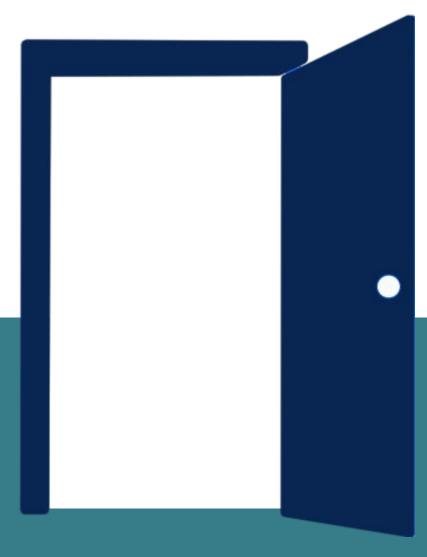
Flexibility & Adaptivity

Flexibility & Adaptability

"Probably wrong, Definitely incomplete" - FCSS DA Team

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Accountability & Monitoring

Accountability

Monitoring



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Accountability & Monitoring



- LCAP Review & Approval on behalf of the FCSS
- Mid-Year Report





Thank You

Contact



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Jose Guzman

KCUSD: Assistant Superintendent Business and Educational Operations guzman-j@kcusd.com





Next Steps

Interested in connecting further? Join us for the **Special Interest Group (SIG) Session** by providing your contact information in the feedback survey!

Feedback Survey: bit.ly/46PGUCj

Special Interest Group: Tuesday, December 19th at 1:00pm

Credit: Slides have been designed using images from Freepik.com and Canva