Madera County Superintendent of Schools
2019-2020
County Summary of Assistance and Support
of
County LEAs and Schools

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Education Code 52071 (b) states that the county superintendent of schools shall provide one or more of the following forms of technical assistance to any school district that fails to improve pupil achievement across more than one state priority for one or more pupil subgroups listed on its Dashboard OR if the district fails to have their LCAP approved by the county superintendent of schools.

Those forms of technical assistance are:

1. Identification of the school district's strengths and weaknesses in regard to the state priorities described in subdivision (d) of Section 52060, communicated in writing to the school district. This identification shall include a review of effective, evidenced-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 that are designed to improve the outcomes for all pupil subgroups identified pursuant to Section 52052. The county superintendent of school 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 that the California Collaborative for Educational Excellence (CCEE) provide advice and assistance to the school district.

Education Code 52060 (i) (1) further states "beginning with the 2018-19 fiscal year and in each fiscal year thereafter, a county superintendent of schools shall prepare a summary of how the county superintendent of schools plans to support school districts and schools within the county in implementing the provisions of this article." Goals need to address each of the following areas:

Approval of LCAPs

The Madera County Superintendent of Schools (MCSOS) will complete the review of all LCAPs for LEAs within Madera County on an annual basis notifying the LEAs of the approval or non-approval of their respective LCAPs no later than October 8th of the year for which the LCAP is written. Feedback will be given to districts if there are clarifications that need to be made prior to August 15. If the county superintendent is unable to approve the LCAP, then one of the forms of technical assistance listed above shall be implemented.

Providing technical assistance to school districts pursuant to subdivisions (a) and (b) of Section 52071.

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 in regard to the state priorities, communicated, in writing to the school district. This identification shall include a review of effective, evidence-based programs that apply to the school 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.

Narrative:
Support for continuous improvement for all districts is carried out in a variety of ways. MCSOS is committed to providing any assistance requested by schools in relationship to their continuous improvement. This assistance is provided in a variety of ways: 1. District meetings to go over information relating to LCFF and LCAP; 2. Providing professional learning in PBIS, ELPAC other assessments; 3. Providing coaching to support site administrators and/or district administrators; 4. Providing assistance with FPM by attending district/school meetings with district and school staff who are responsible for FPM; 5. We are also providing assistance in the continuous implementation of Multi-Tiered System of Support (MTSS) working with the Orange County Department of Education and the Butte County Office of Education. This support work is being done with two schools, in particular, that are participating in an MTSS pilot. In the event that MCSOS is not able to provide the technical assistance with the support requested, either because of lack of resources or lack of expertise, we are committed to partnering with COEs within our region and with the COEs in our Geographic Region via Mid State Collaborative. We keep in close contact with both regional COEs and with our partners in our Geographic Region attending joint meetings with both groups on a regular basis. Our Geographic Region meets monthly either face to face or remotely and discuss issues each county office may be experiencing in order to identify best practices used with specific issues. We also are able to reach out to CCEE or any of the specialized leads, if needed.

MCSOS personnel continue to attend professional learning on improvement science and continuous improvement to increase our own capacity to assist our districts.

For those districts identified for technical assistance MCSOS provides technical assistance to improve pupil outcomes within the district. This assistance begins with a convening of all districts identified for technical assistance. At this meeting, we provide the methodology used to identify districts for TA. We also go through the protocols contained within Improvement Science that will be used by MCSOS while providing the TA to our districts. We then go through the timeline and activities that will be followed while providing the technical assistance. 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. We also ask them to

begin to look at 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.

After this first meeting, the MCSOS Differentiated Assistance Team goes to the district where we, together, analyze the state data and any local data the district might like to provide to the team as a whole. MCSOS conducts a comprehensive needs assessment that looks at all the data presented and MCSOS and the district identify the strengths and weaknesses of the district. At this time, together we begin to finalize the problem of practice the district wishes to concentrate on with the MCSOS team. Once a problem of practice is identified, we work with the district using a "5 Whys" protocol to delve deeply into what might be causing the issue. Once those "whys" are identified, we are able to develop a plan of action. This plan is developed using the statements that the entire team feels are causing the issues. For example, a district whose plan of action is to increase the number of students with disabilities enrolled in CTE pathways (to increase the number of students with disabilities being College and Career Ready), is looking at where the path to those CTE courses are being blocked. One of the areas that they are working on is counselor education about the CTE pathways and what is required for students to be successful. The district is also looking at providing education about the CTE pathways to the Special Education Case Carriers, so they know exactly what is available to the students they are serving.

For each of our districts identified for Differentiated Assistance, there is a MCSOS team member assigned to be that district's contact person. He/she provides follow-up in continuous improvement plan development and implementation with the district. They are also there with the districts as the plans are put into action and then evaluated for progress. They are available to work with the districts for the remainder of the identification year and the beginning of the next school year while all await for the identification of a new cohort of districts eligible for Differentiated Assistance.

Again, if MCSOS is not able to provide this assistance, either because of a lack of personnel or a lack of expertise in the area chosen by the district, MCSOS is able to ask for assistance with either our regional COEs or our Geographic Region COEs. All of the COEs in our region and in our Geographic region are working together. In our Geographic Region, all COEs have identified areas of support that we may need in providing continuous improvement support to our districts. Our Geographic Lead has worked to identify cohorts of county offices with similar needs and brought us together to learn from others in our Geographic Region who have already provided support in the area of need. This has been very useful. MCSOS is also aware that we may seek support from CCEE or from any of the specialized leads (Community Engagement, MTSS, SELPA, etc.) if needed. Although we have not had to reach out to CCEE at this time, we are part of the work that OCDE and BCOE are doing with the implementation of MTSS.

All compensation for the work with districts identified for Differentiated Assistance is provided at no cost with the funds distributed by the CDE for this work. 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 the work.