



System of Support Update

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Item Type: Discussion

Recommendation: Prepare board members to collect input on the implementation of the Statewide System of Support from the county superintendent's perspective from each of the eleven CCSESA regions.

Background: Policy discussions around the continuous improvement of California's Statewide System of Support are taking place. While the Governor's Administration has made a commitment to continue funding the System of Support, they are also interested in understanding what elements of the system are working well and what needs to be improved. State agency partners (CDE, CCEE, State Board) have been reaching out to CCSESA to seek input on the implementation of the System of Support from the county superintendent's perspective. One way to examine the implementation of the System of Support is by starting with the original legislative intention. Below are two key pieces of statute that outline the specific goals of the System of Support and the Geographic and other lead agencies. The full statute for each of these entities along with the role of county superintendents in the System of Support are included in Attachment A.

EC Section 52059.5 established the System of Support and its broadest purpose: to build local education agency (LEA) capacity to:

- 1) **support continuous improvement** of student performance within the **state priorities outlined by the LCFF**,
- 2) **address achievement gaps**, and
- 3) **improve stakeholder engagement** to ensure that **Local Control and Accountability Plan (LCAP) goals** reflect the needs of the students and community, especially for **underrepresented or low-achieving populations**.

Geographic Leads: Geographic leads' role within the System of Support focuses on **strengthening, coordinating, and calibrating support for COEs and LEAs** within their geographic areas. This includes: a) building the capacity of COEs in their geographic area, b) coordinating and calibrating support provided to LEAs, c) providing support to LEAs when their COEs lack the capacity or expertise to do so, d) identifying existing resources, and e) upon request by CDE and the CCEE, developing new resources to build COE and LEA capacity.

Expert Leads: Expert leads fulfill a similar role of coordinating and calibrating support for COEs and LEAs, but they focus on a **specific area of need in which they have expertise**.



SELPA Leads: SELPA leads' role is to provide specific **expertise on special education issues** and **build the capacity of special education local plan areas (SELPAs)** to support LEAs in improving student outcomes. SELPA lead agency terms are not to exceed five years.

Attachments: Statewide System of Support Current Statute