# **The Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant**

## **2016 Annual Report to the Legislature**



**Prepared by:**

**Educator Excellence and Equity Division**

**Teaching and Learning Support Branch**

**California Department of Education**

*Description*: Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant: Annual Report for 2015–16.

*Authority*: Assembly Bill 104 (Chapter 13, Statutes of 2015), amended by Senate Bill 828 (Chapter 29, Statutes of 2016).

*Recipients*: Senate Appropriations Committee, Senate Education Committee, Assembly Education Committee, Assembly Appropriations Committee, Department of Finance, State Board of Education, Legislative Analyst’s Office.

*Due Date*: Annually until grant funds expended.

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### **Executive Summary**

This report, required pursuant to Assembly Bill 104 (Chapter 13, Statutes of 2015) and amended by Senate Bill 828 (Chapter 29, Statutes of 2016) provides: an overview of the Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant reporting requirements; a summary of the ISABS 2016 annual report, in its original form as provided to the State Superintendent of Public Instruction (SSPI) by the grantee, the Orange County Department of Education (OCDE); and a link to the ISABS 2015–16 annual report, in its original form as submitted to the SSPI by the OCDE.

The OCDE’s ISABS 2015–16 annual report details regarding how the OCDE used the grant funds in the 2015–16 fiscal year, the first year of the grant. A total of $27,607.86 was expended during this reporting period. The OCDE’s fiscal reporting includes an expenditure narrative, a budget narrative, and a budget detail report.

If you have any questions regarding this report, please contact Jennifer Moreno, Education Programs Consultant, Educator Excellence and Equity Division, by phone at 916-323-5505 or by e-mail at [jmoreno@cde.ca.gov](mailto:jmoreno@cde.ca.gov) .

This report is available on the California Department of Education’s Multi-Tiered System of Support Web page at <https://cde.ca.gov/ci/cr/ri/>. To obtain a hard copy of the report, please contact the Professional Learning Innovations Office by phone at 916-323-6440.The OCDE’s ISABS 2015–16 annual report is available on the Internet by selecting ISABS 2015–16 (<https://drive.google.com/file/d/0Bw4gE3hXCu2_MDB6dzQwQXl4S28/view>).

### **Legislative Reporting Requirements**

The Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS) grant was established by Assembly Bill 104 (Chapter 13, Statutes of 2015) and later amended by Senate Bill 828 (Chapter 29, Statutes of 2016). The 2015–16 Budget Act appropriated $10 million to ISABS, and the 2016–17 Budget Act augmented the original appropriation with an additional $20 million. The legislation required that the grantee provide technical assistance and develop and disseminate statewide resources that encourage and assist local educational agencies (LEAs) and charter schools in establishing and aligning schoolwide, data-driven systems of learning and behavioral supports to meet the needs of California’s diverse learners in the most inclusive environments possible.

In 2016, the California Department of Education (CDE) selected the Orange County Department of Education (OCDE) as the recipient of the ISABS grant through a competitive grant process for their Scale-Up Multi-Tiered System of Support (MTSS) Statewide Initiative (also known as the SUMS Initiative). The OCDE subcontracted with the Butte County Office of Education (BCOE) for rural representation and partnership in planning and conducting grant activities. The CDE’s role is limited to conducting the award process, distributing funding, and providing technical oversight of the items contained within the Request for Applications document. An original copy of the 2015–16 annual report submitted by the OCDE can be obtained on the Internet by selecting ISABS 2015–16 (<https://drive.google.com/file/d/0Bw4gE3hXCu2_MDB6dzQwQXl4S28/view>). Appendix A provides the specifics of the grant requirements.

### **Summary of How Legislative Requirements Met**

The 2015–16 ISABS grantee annual report was provided, as is, to the State Superintendent of Public Instruction (SSPI) by the OCDE. This document is linked to the CDE Web site to meet the legal requirements of AB 104 (Chapter 13, Statutes of 2015) and amended by SB 828 (Chapter 29, Statutes of 2016). Because grant expenditures began in May 2016, the grant reporting period included May and June only of the 2015–2016 fiscal year. Annual report requirements call for the OCDE to report additional information, much of which was not available since the grant work had just begun.

Included in this legislative report is a summary of the grantee annual report provided to the SSPI describing the use of grant funds during the 2015–2016 fiscal year. Note that the OCDE also reports activities that took place between July and September 2016. Those activities are not included in this summary, but will be included in the 2017 SSPI report to the Legislature.

#### Activities conducted and resources developed

* Established a subcontract with the BCOE for rural representation and partnership in planning and conducting executive and statewide leadership teams
* Established a subcontract with the Schoolwide Integrated Framework for Transformation (SWIFT) Education Center to provide a framework of evidence-based domains and features to build the ISABS framework
* Planned for development of a four-tier, train-the-trainer infrastructure for statewide professional learning and technical assistance to be provided at no cost to subgrantees. Tiers are defined as follows:
  + Tier 1: Executive and State Leadership Teams
  + Tier 2: Region Transformation Teams with 11 Regional Leads
  + Tier 3: County Transformation Teams
  + Tier 4: Knowledge Development Sites, LEAs, and charter schools
* Established the following SUMS Initiative teams:
  + Executive Leadership Team for oversight of implementation of initiative deliverables.
  + State Leadership Team for implementation, support, and monitoring of grant deliverables. The team convened once in May 2016 and once in June 2016.
  + Region Transformation Teams to provide regional assistance to County Office of Education (COE) leads.
* Established a subgrant award process and timeline.
* Began development of professional learning series for subgrantees.
* Collected documents and artifacts from the SUMS Initiative teams.

#### Number of LEAs, educators, and pupil served

Beginning in December 2016, the OCDE intends to provide subgrants to over 1,000 LEAs and charter schools in California. Training will be conducted by the State Leadership Team and the SWIFT Education Center, in partnership with the other 56 COEs and their regional leads.

* The Executive Leadership Team includes three OCDE staff, two BCOE staff, and one SWIFT Education Center staff.
* The State Leadership Team includes nine OCDE staff and five BCOE staff, as well as representatives from the CDE and the State Board of Education.
* Subgrantee educator and pupil data were not available for 2015–16 fiscal year, as subgrants had not yet been awarded.

#### Description of strategies identified (see Appendix A, Part II)

**Objective 1:** Identify existing evidence-based resources.

The SWIFT framework provides evidence-based domains and features that lead toachievement gains for all students. The SWIFT model incorporates:

* Implementation Science (IS)*:* Using principles of Applied IS, district leadership teams assess their unique needs; build linked implementation leadership teams; establish practice profiles for MTSS components; install evidence-based interventions; and solidify staff and organizational structures to sustain success.
* Universal Design for Learning Principles: Will guide the development of flexible learning environments that accommodate diverse learners by reducing barriers at each of the three tiers of intervention: Universal (1), Targeted (2), and Intensive (3).
* The Whole Child: Integrated throughout the professional learning and technical assistance model. Whole Child focus includes academic, behavioral, health and well-being, and social emotional aspects.

**Objective 2:** Identify, develop, and implement professional learning activities.

The grantee identified and began development of the following:

* Professional learning and technical assistance to inform MTSS implementation at each tier of intervention.
* Communities of practice across teams charged with integrating MTSS at every stage of implementation.
* Dedicated space on the Digital Chalkboard for MTSS professional learning tools and resources and online communication tools and platforms to serve as a community of practice for rural and alternative education sites.
* Two-day professional learning series to ensure long-term sustainability of the MTSS infrastructure.
* Statewide Professional Learning Institute to bring together experts, professional associations, and teams from each tier to review, showcase, and celebrate MTSS scale-up efforts.
* Online training modules and a clearinghouse of resources that will allow LEAs to engage in professional learning on demand.

**Objective 3:** Identify other efforts currently available at the state, federal, and local levels.

* For years, the OCDE has participated in a number of initiatives, programs, and policies relevant to the California SUMS Initiative to be built upon or leveraged during this statewide effort. These include the National Title I Association; the California Positive Behavioral Interventions and Supports Coalition; the California Center on the Social Emotional Foundations in Early Learning; and the International Institute for Restorative Practices.
* The OCDE is a member and leader within multiple statewide associations key to informing policy, best practices, and technical assistance to LEAs.

**Objective 4:** Develop and disseminate new evidence-based resources and activities.

* The OCDE worked with the SWIFT Education Center and the BCOE to begin development of a professional learning series to train Region Transformation Teams across the state.

**Objective 5:** Develop and support a community of practice:

* The SUMS team will create a community of practice with the regional leads by hosting a monthly phone conference to support them in providing technical assistance for other COEs in their region.
* The Digital Chalkboard was identified as the digital platform employed for the creation of communities of practice through virtual discussion boards differentiated for: rural, small communities, and remotely located schools; alternative education or high-risk factor LEAs; early childhood educators; and charter schools.

**Objective 6:** Develop a tool to capture qualitative information regarding LEAs’

MTSS implementation policies and processes.

* Subgrantees will be required to provide annual qualitative reports describing their process and progress in implementing, integrating, and scaling up their MTSS supports. Reports will describe the process for identifying and aligning evidence-based interventions in each MTSS component with other LEA and community initiatives, local resources, and LCAP goals. Subgrantees will demonstrate advancement through the stages of implementation, utilization of data for continuous improvement, alignment of MTSS efforts with LCAP goals for sustainability, benefits of technical assistance and training received, and examples of successes or lessons learned.

#### Outcome data

Due to the short reporting period, outcome data is not provided in this annual report but is planned as follows:

* + - Evidence of LEA and student effects will be documented in sub-grantees’ annual outcome reports.
    - The evaluation will include formative and summative elements to examine the delivery and quality of the SUMS Initiative.
    - Evaluations will be both process- and outcome-focused.
    - Evidence of LEA and student effects will be documented in sub-grantees’ annual outcome reports that cite changes in: rates of suspension or expulsion; discipline referrals; special education referrals; attendance and dropout rates; chronic absenteeism; incidents of bullying; graduation rates; academic achievement; average instructional minutes; and average instructional time in inclusive settings for students with Individualized Education Plans.

#### Recommendations for improving state-level activities or policies:

* The OCDE will report any future findings of evidence-based tools and resources that support LEAs to the CDE to inform policy or process adjustment. No findings are included in the ISABS 2016 annual report.

**Appendix A: Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant Requirements**

Assembly Bill 104 (Chapter 13, Statutes of 2015)

Amended by Senate Bill 828 (Chapter 29, Statutes of 2016)

I. Encumber or expend funds by June 30, 2018.

II. Identify existing evidence-based resources, professional development activities, and other efforts currently available at the state, federal, and local levels, as well as develop new evidence-based resources and activities designed to help local educational agencies (LEAs) and charter schools across the state do all the following:

(1) Implement integrated multi-tiered systems of standards-based instruction, interventions, mental health, and academic and behavioral supports aligned with accessible instruction and curriculum using the principles of universal design, such as Universal Design for Learning, established in the state curriculum frameworks and Local Control Accountability Plans (LCAPs).

(2) Provide services that can reduce the need for a pupil’s referral to special education or placement in more restrictive, isolated settings.

(3) Leverage and coordinate multiple school and community resources, including collaborations with local mental health agencies, to provide school-based mental health services.

(4) Implement multi-tiered, evidence-based, data-driven districtwide and schoolwide systems of support in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency.

(5) Incorporate the types of practices, services, and efforts described in Part II, numbers 1–4 (above) into the LCAPs of LEAs and charter schools.

III. Identify and develop the resources and activities pursuant to Part II with the goal of maximizing their availability, efficacy, and usage across the state. To achieve this goal, the Orange County Department of Education (OCDE) is required to employ strategies that may include the following:

1. Collect and disseminate evidence-based best practices.
2. Develop train-the-trainer models and online training modules.
3. Offer regional conferences and workshops.
4. Provide technical assistance to LEAs and charter schools.
5. Develop a network of educators who can provide coaching and training to other LEAs and charter schools.
6. Provide stipends for school personnel to attend training sessions.
7. Develop evaluation tools to measure the effectiveness of evidence-based strategies.
8. Provide competitive startup grants to help LEAs and charter schools implement the practices described in Part II.
9. Provide demonstration grants to LEAs and charter schools for the purpose of identifying, evaluating, learning about, or testing the feasibility of effective approaches, for the purposes of informing the other activities and resources developed pursuant to Part III.

IV. An LEA or charter school that receives a grant from the OCDE is required, as a condition of receiving the grant, to provide the OCDE any available outcome data resulting from the new practices implemented. Such outcome data may include, but is not limited to, changes in rates of suspension or expulsion; discipline referrals; referrals to special education; pupil attendance; incidents of bullying or harassment; graduation rates; dropout rates; and measures of pupil academic achievement.

V. The OCDE is required to submit an annual report to the SSPI summarizing how funds were expended in the prior fiscal year. Each annual report must include all of the following:

* 1. A summary of the activities conducted and resources developed.
  2. The number of LEAs and charter schools, educators, and pupils served by the activities and resources.
  3. A description of effective evidence-based strategies identified for implementing the practices identified in Part II.
  4. A summary of any data that is available on outcomes resulting from the activities conducted, including any data reported by LEAs or charter schools as identified in ISABS authorizing legislation. Such outcome data may include, but is not limited to, changes in rates of suspension or expulsion; discipline referrals; referrals to special education; pupil attendance; incidents of bullying or harassment; graduation rates; dropout rates; and measures of pupil academic achievement.
  5. Recommendations for improving state-level activities or policies.