

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

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# California State Board of EducationSeptember 2018 AgendaItem #02

## Subject

Update on the Development of California’s System of Support for Local Educational Agencies and Schools.

## Type of Action

Action, Information

## Summary of the Issue(s)

This item provides an update on the development of California’s system of support for local educational agencies (LEAs) and schools. It was created in collaboration with several agencies charged with specific responsibilities to provide assistance and support to LEAs under the Local Control Funding Formula (LCFF).

Since August 2016, the State Board of Education (SBE) has received a total of nine updates regarding the development of the statewide system of support, each building on the other and providing an update on the progress, implementation, and continuous improvement of initiatives, policies, and assistance efforts of stakeholders engaged in California’s system of support.

The 2018 Budget Act, signed on June 27, 2018, includes a substantial investment of state funding aimed at developing the infrastructure of the statewide system of support by increasing the capacity and expertise of agencies required to provide assistance within the system, and providing greater clarity of roles and responsibilities to ensure that California’s continuous improvement approach to support can be sustained.

## Recommendation

No action is recommended at this time. However, the California Department of Education (CDE) requests that the SBE provide feedback on the system of support update.

The CDE also recommends that the SBE take additional action as deemed necessary and appropriate.

## Brief History of Key Issues

California is in year two of creating a coordinated and coherent state structure to ensure that LEAs receive resources and support to meet identified student needs, including disparities in outcomes or opportunities. The LCFF is the foundation for reimaging California’s accountability and continuous improvement system. As a result of the LCFF, California worked with stakeholders to develop tools for educators that will help improve outcomes for students including the Local Control and Accountability Plan (LCAP) and the California School Dashboard (Dashboard). In addition to those tools and a new funding formula, the LCFF outlined a vision for support and assistance. Previous SBE Information Memoranda and Agenda Items have laid the foundation for California’s system of support, which includes the following levels of support:

* **Support for All LEAs and Schools (Level 1):** Various state and local agencies provide an array of resources and voluntary assistance that **all** LEAs may use to improve student performance.
* **Differentiated Assistance (Level 2):** County superintendents, the CDE, charter authorizers, and the California Collaborative for Educational Excellence (CCEE) provide **differentiated** **assistance** for LEAs and schools, in the form of individually designed assistance, to address identified performance issues.
* **Intensive Intervention (Level 3):** The State Superintendent of Public Instruction or, for charter schools, the charter authorizer may require more **intensive interventions** for LEAs or schools with persistent performance issues over a specified time period.

**The goal for support at all levels is to assist LEAs and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.** This means that the outcomes for this work include not only improvement on Dashboard indicators from year to year, but also progressing on interim measurements that LEAs collect locally and use throughout the year.

Key shifts in support reflect the intent of the LCFF for differentiated assistance to be tailored to locally identified needs, rather than imposed as a one-size-fits-all solution. Table 1 identifies several key changes in the approach to assistance.

**Table 1. Shifts in California’s Approach to Improvement**

| Education Improvement Before LCFF | Education Improvement After LCFF |
| --- | --- |
| Top down transactional exchanges focused on schools in isolation | Support providers work alongside LEAs and their schools to identify key challenges and opportunities |
| Packaged approaches for interventions | Systemic approach tailored to locally identified needs and strengths |
| Isolated team decision making | Engaging with local educators and communities as part of decision making |
| Redundancy and contradictions across state and federal programs | Streamlined and coherent expectations for LEAs across state and federal programs |
| Assistance disconnected from local priorities and focus | Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the LCAP |

In order to coordinate support at all levels and to ensure these shifts become reality, the agencies charged with providing support under the LCFF expanded their initial cross agency group to include stakeholder perspectives and practitioners from the field. This larger team is the System of Support Planning Group (planning group) that will address common concerns and interests from the field regarding support for LEAs and schools.

At the August System of Support Planning Group Meeting, the planning group provided input on the development of the statewide system of support for year two. The planning group reviewed the new budget elements and discussed how the elements come together to ensure coordination and calibration of supports across the state and increase California’s ability to respond to the needs of LEAs and schools. As part of its year two preparation the planning group is developing a formal feedback and evaluation plan for the second year of system of support as well as an accompanying improvement capacity theory of action. The purpose of the feedback and evaluation plan is to capture information about the system of support in a systematic way to inform continuous improvement from year to year, and when possible, allow for course corrections during the year.

Further, the planning group reviewed and provided feedback on a draft communications plan for year two. The communications plan is designed to build awareness, clarity, and ownership of the statewide system of support at the local education community level, ensure that political support for the statewide system of support is maintained and strengthened to ensure continuity, and build cohesion and collaboration in communication outreach efforts amongst all agencies, education, and equity partners. It also identifies opportunities to share information about the system of support and California’s accountability system with a broad range of stakeholders, through the use of conferences, newsletters, and online communication platforms.

The planning group looks forward to updating the SBE on these key year two elements once they are finalized.

Included in the plans for year two of the statewide system of support are the plans to continue to integrate our state and federal accountability and support systems. The provisions of the Every Student Succeeds Act (ESSA) related to accountability and school improvement impact California’s support for LEAs and schools, and must be implemented within the context of California’s LCFF as the foundation. An August Information Memorandum includes an overview of the timeline and milestones for implementing provisions of the ESSA. The planning group looks forward to working with stakeholder groups to further build out the system of support by integrating the feedback received; implement the elements of support in the Governor’s budget; and develop and provide guidance related to ESSA implementation.

This item addresses the aspects of the final, approved state budget that impact the ongoing work to develop the system of support and provide an update on the collaborative work with other agencies to implement new components included in the final budget.

Attachment 1 provides an update on provisions in the Budget Act of 2018 that pertain to the statewide system of support and multiple measures accountability system. The Budget Act provisions begin to frame and provide clarity around roles, responsibilities, and expectations within the system of support as well as outline the infrastructure to build capacity of county offices of education and districts, develop expertise statewide, and ensure coordination amongst those who play a role in the continuous improvement of the statewide system of support to ensure positive student outcomes.

Attachment 2 provides an update on the geographic, community engagement, and special education resource lead agencies which were established by the Budget Act of 2018, each playing an integral role in building the capacity of the statewide system of support.

Attachment 3 provides an update on the support for all school and districts. Specifically, the CCEE plan for the professional learning networks and statewide training modules and the CDE’s state priority and whole child resources.

## Summary of Previous State Board of Education Discussion and Action

In June 2018, the SBE received the following Information Memorandum:

* Update on the Development of California’s System of Support for Local Educational Agencies and Schools (<https://www.cde.ca.gov/be/pn/im/documents/memo-pptb-iad-jun18item01.docx>)

In May 2018, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/may18item01.docx>).

In March 2018, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/mar18item02.docx>).

In January 2018, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/jan18item03.docx>).

In November 2017, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/nov17item04.doc>).

In September 2017, the SBE received an update on the system of support (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/sep17item03.doc>).

In July 2017, the SBE received an update on the proposed goals and characteristics of an integrated system of support (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item02.doc>).

In June 2017, the SBE received the following Information Memorandum:

* Developing an Integrated Statewide System of Support (<https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item02.doc>).

In August 2016, the SBE received the following Information Memorandum:

* California’s Local, State and Federal Accountability and Continuous Improvement System: Framework for Supporting Local Educational Agencies and Schools (<https://www.cde.ca.gov/be/pn/im/documents/memo-sbe-aug16item02.doc>).

## Fiscal Analysis (as appropriate)

The Budget Act of 2018 invested nearly $80 million ongoing state funding and $30 million in one-time state funding to build the infrastructure and capacity within the statewide system of support. The Budget Act of 2018 also allocated some federal funds on an ongoing or one-time basis to activities aligned with the statewide system of support.

## Attachment(s)

* Attachment 1: 2018–19 Budget Update (5 Pages)
* Attachment 2: Geographic, Community Engagement, and Special Education Resource Lead Agencies Update (4 Pages)
* Attachment 3: Support for All Update (3 Pages)

**Attachment 1: 2018–19 Budget Update**

**Budget Act of 2018: Provisions Related to the State System of Support**

This Attachment includes a working draft document summarizing key provisions from the Budget Act of 2018 that relate to the State System of Support. Staff have solicited feedback from stakeholders, including the California Practitioner’s Advisory Group and the System of Support Planning Group. Two consistent areas of feedback have been:

* The content in the document is helpful and is the right level of detail. But different formats should be developed for different audiences, for example, visual presentations and/or a version aimed at how local educational agencies, schools, or community members would interface with the elements of the state system of support described in this document.
* A section describing the vision or rationale behind the design of the system of support is needed. That context would make it easier for readers to understand the “why” behind the “what” described in the document.

Staff have already begun work to address this feedback and look forward to sharing updating materials in the coming weeks and months. In the meantime, the current working draft is provided below.

**Background**

California is in the midst of implementing a new public school accountability system based on the Local Control Funding Formula (LCFF), which overhauled public school finance and accountability. A critical feature of California’s new approach is a **refocused system of support** with three levels of assistance:

* **Support for All (Level 1):** All school districts and schools can access various resources and assistance such as trainings, conferences, voluntary technical assistance, and various tools. This support builds the overall capacity of school districts and schools to improve opportunities and outcomes for all students.
* **Differentiated Assistance (Level 2):** County offices of education (COEs) are required to provide customized assistance to school districts that meet eligibility criteria based on student group performance on the multiple measures included in the California School Dashboard (Dashboard). The California Collaborative for Educational Excellence (CCEE) also can provide advice and assistance upon referral by a COE or the State Superintendent of Public Instruction (SSPI).
* **Intensive Intervention (Level 3):** The SSPI, with the approval of the State Board of Education (SBE), may intervene in school districts if there are persistent performance issues over multiple years.

The goal at all three levels is to assist school districts and their schools to meet the needs of each student served, with a focus on building capacity to sustain improvement and effectively address inequities in student opportunities and outcomes.

**Budget Act of 2018**

The recently enacted state budget includes several provisions that provide important clarity around roles, responsibilities, and expectations within the system of support. The budget also includes a substantial investment of state funding aimed at increasing the capacity and expertise of agencies required to provide assistance within the system of support. These provisions fall into two general categories.

**Clarifying and Enhancing Existing Statutory Roles and Responsibilities***.* The first set of provisions clarify the roles and responsibilities and provide ongoing funding for the agencies responsible for providing differentiated assistance to school districts.

* **Defining and providing funding for differentiated assistance.** The budget amends existing law to clarify the expectations and requirements for COEs to provide differentiated assistance to school districts, and the ability of a school district to seek assistance from the COE and other providers.
* **Ongoing funding for differentiated assistance.** The budget provides approximately $53,800,000 in ongoing state funding for COEs to provide differentiated assistance to school districts. A formula provides base funding for each COE with two or more districts, plus additional funding based on the number of school districts identified for differentiated assistance each year.
* **Ongoing funding for the CCEE.**The budget provides approximately $11,500,000 in ongoing annual funding for the CCEE. The CCEE had previously been funded only on a one-time basis since its creation in 2013. In conjunction with the ongoing funding, the budget provided greater detail around the CCEE’s activities, which include ongoing statewide trainings, support of geographic lead agencies (described below), and direct technical assistance to local educational agencies (LEAs).

**Infrastructure to Build Capacity, Develop Expertise, and Ensure Coordination.** The second set of provisions establish and provide funding for new roles with specific responsibilities aimed at developing the capacity of agencies responsible for providing differentiated assistance and ensuring access to a broad range expertise within the system of support*.*

* **Geographic lead agencies.**The budget requires that the California Department of Education (CDE) and CCEE jointly select between 6 and 10 COEs to serve as geographic lead agencies. The geographic lead agencies receive a total of $4,000,000 ongoing annual funding and have the following responsibilities: building the capacity of other COEs in their area, coordinating and calibrating differentiated assistance across their area, providing differentiated assistance to a school district if its own COE is unable to, and identifying existing resources and developing new resources in response to emerging needs identified within the system of support. The CCEE, in consultation with the CDE, will support the geographic lead agencies in fulfilling their responsibilities.
* **Expert lead agencies.** The budget authorizes selection of expert lead agencies to provide support on a specified statewide issue within the system of support, to the extent funding is included in the Budget Act in any given year. The Budget Act of 2018 included funding for one expert lead agency through the Community Engagement Initiative. This initiative provides $13,274,000 in one-time funding through 2023–24. The initiative is designed to build the capacity of communities, school districts, and COEs statewide to engage each other more meaningfully in the local control and accountability plan development process, have difficult conversations, build trusting relationships, and to identify effective models of community engagement and metrics to evaluate those models.
* **Special education resource leads.** The budget requires that the CDE and CCEE jointly select between 6 and 10 Special Education Local Plan Areas (SELPAs) to serve as special education resource leads. The resource leads receive a total of $10,000,000 ongoing annual funding to work with COEs to improve outcomes for students with disabilities. The budget explicitly incorporates special education resource leads into the system of support and specifies that at least three resource leads must focus directly on building SELPA capacity statewide to work with COEs.
* **Early Math Initiative.**The budget requires that the CDE develop and administer a one-time grant of approximately $11,122,000 in federal funds for a statewide early math initiative focused on students in pre-Kindergarten through grade three. The initiative will include development, identification, and distribution of early math resources; professional learning and coaching for educators; and mathematical learning opportunities for children. It must be developed and implemented within the system of support.
* **Required formal communication process.** The budget requires the CDE and CCEE to establish a formal communication process to ensure that the CDE, CCEE, and the geographic lead agencies communicate with each other regularly. The budget also provides the CDE and CCEE discretion to include the expert lead agencies and special education resource leads in this formal communication process to promote coordination and awareness of resources and expertise available to support school districts and schools statewide.
* **Required stakeholder process.** The budget requires the CDE and CCEE to establish a process for the CDE, CCEE, and the geographic lead agencies to engage with stakeholders to inform each entity’s work within the statewide system of support. The budget also provides the CDE and CCEE discretion to include the expert lead agencies and special education resource leads in this process.
* **Linking existing initiatives to the system of support.** Several provisions explicitly require the integration of existing initiatives within the system of support:
	+ The budget provides $15,000,000 to expand the state’s Multi-Tiered System of Support framework to foster a positive school climate in both academic and behavioral areas and expressly requires that the implementation plan align to the system of support.
	+ The budget requires that the 11 COEs that receive federal Title III funding to provide technical assistance on English Learner programs designate one of their members to participate in the formal communication process to promote alignment of their activities with the system of support.
	+ California was required to adopt a state plan to implement the federal Every Student Succeeds Act. The state plan was approved in July 2018 and includes sections that address federal requirements around school improvement, specifically by using performance on the Dashboard to identify schools consistent with federal law. The State Board of Education and CDE are working to align implementation of the school improvement provisions within the system of support.

Taken together, these provisions ensure that there is: (1) a clear point of contact for a school district or COE to seek support responsive to a locally identified need, (2) a clear process and responsibility for agencies within the system of support to work together to connect the school district or COE with relevant resources or avenues for assistance, and (3) improved visibility of the resources, expertise, and services available across the state through various agencies and state-funded initiatives to support success in accomplishing (2) above.

**Table 1: 2018–19 System of Support Funding**

| Amount in Dollars | Purpose |
| --- | --- |
| $4,000,000 | Geographic Lead Agencies (6-10 lead agencies) |
| $13,274,000 | Community Engagement Lead Agency (1 lead agency) |
| $15,000,000 | Improving School Climate Lead Agency (Multi-tiered System of Support) (1 lead agency) |
| $2,000,000 | Regional COEs to provide technical assistance on federal requirements related to English Learners (11 COEs) |
| $10,000,000 | Special Education Resource Lead Agencies (up to 10 leads) |
| $11,122,000 | Early Math Initiative (1 COE) |
| $10,000,000 | Formula funds to COEs based on schools identified for school improvement under the Every Student Succeeds Act  |
| $53,800,000 | Technical assistance funding for COEs to support identified LEAs |

**Attachment 2: Geographic, Community Engagement, and Special Education Resource Leads Update**

This attachment provides additional detail about the requirements and update on the selection process for the geographic, community engagement, and special education resource lead initiatives which were discussed in Attachment 1.

The California State Legislature has expanded the system of support for local educational agencies (LEAs) by establishing the:

* + Geographic Lead Agency System
	+ Community Engagement Initiative (CEI)
	+ Special Education Resource Lead Agency Network

The State Board of Education (SBE), the California Department of Education (CDE), the California Collaborative for Educational Excellence (CCEE), and the Department of Finance (DOF) were required by the legislation to work collaboratively to develop a process to select the lead agencies of these new initiatives. These initiatives, along with the CDE and the CCEE, will work collaboratively to advance the purpose of the statewide system of support.

Assembly Bill 1808 requires at least 6 and no more than 10 geographic lead agencies to be selected to serve defined geographic areas. The design of these areas must ensure statewide coverage. Funds in the amount of $4,000,000 have been appropriated on an annual basis to carry out the required activities.

The goal of the Geographic Lead Agency System is to support the continuous improvement process and connect county offices of education (COEs) and school districts within the defined geographic area to resources or expertise within the statewide system of support. The geographic lead agencies must be aware of and responsive to locally identified needs and have the expertise to effectively build COE capacity to support school districts under state priorities across student groups within the defined geographic region. In doing so they will be required to: (1) support the continuous improvement of student performance within the state across student groups; (2) address the gaps in achievement between student groups; and (3) improve outreach and collaboration with stakeholders to ensure that the goals, actions, and services as described in school district and COE Local Control and Accountability Plans (LCAPs) reflect the needs of the community, especially for historically under represented or low achieving populations. Additional information about the geographic lead agencies can be accessed at <https://www.cde.ca.gov/sp/sw/t1/crss.asp>.

The CEI, authorized by AB 1808, appropriated funds in the amount of $13,274,000 to carry out the required activities. One lead agency will be selected and will be required to demonstrate community engagement expertise, collaborate with the CCEE, and document and expand the outcomes of the CEI teams.

CEI Teams:

* 2019–20: Single Professional Learning Network (PLN) with four to six geographically diverse teams which include community, school site, district, and COE representatives. Ideal teams have community engagement experience and engage community members not historically represented in previous local community efforts. These teams have a three-year term.
* 2020–21: Five PLNs, each of which are co-facilitated by an original team. These teams have a two-year term.
* 2022–23 and 2023-24: Additional PLNs, each of which are co-facilitated by a prior member.

The overall goal of the CEI is to engage community engagement participants, define best practices, identify community engagement metrics, and to develop criteria for selecting protocols for facilitating community engagement efforts. Additional information about the Community Engagement Initiative can be accessed at <https://www.cde.ca.gov/fg/fo/profile.asp?id=5229>.

The Special Education Resource Lead Agency Network, also authorized by AB 1808, will ensure that no more than 10 special education resource leads are selected to provide specific expertise on special education issues within the statewide system of support. At least three resource leads shall be selected in a manner to ensure statewide representation and focus directly on building Special Education Local Plan Area capacity to support LEAs in achieving the goals, actions, and services identified in their LCAPs. Special education resource leads shall be selected for a term not to exceed five years.

The CDE, SBE, and CCEE staff designed a survey and co-facilitated a number of stakeholder engagement sessions to solicit input to develop a selection process for the geographic lead agencies and the CEI.

The Geographic Lead Agency System stakeholder engagement sessions held in July 2018, are listed in Table 2 below:

**Table 2: Geographic Lead Agency System Stakeholder Engagement Sessions**

| **Date** | **Location** |
| --- | --- |
| July 9, 2018 | Webinar |
| July 16, 2018 | 1500 Capital Avenue,Training Room ASacramento, CA 95814 |
| July 18, 2018 | Webinar |

The input received from the survey and the stakeholder engagement sessions for the Geographic Lead Agency System consisted of ideas on how the CDE and the CCEE could ensure geographical lead agencies have the expertise, capacity, and resources to build COE capacity. Stakeholders recommended that geographic lead agencies demonstrate in their application the experience in facilitation and successful coaching practices, the ability to implement frameworks for change, current expertise in data analysis, and a deep understanding of the issues within their geographical area.

The CEI stakeholder engagement sessions, held in July 2018, are listed in Table 3 below:

**Table 3: CEI Stakeholder Engagement Sessions**

| **Date** | **Location** |
| --- | --- |
| July 10, 2018   | Butte County Office of Education1859 Bird Street, Oroville, CA |
| July 20, 2018 | Alameda County Office of Education313 W. Winton Ave, Hayward, CA |
| July 23, 2018 | Los Angeles County Office of Education9300 Imperial Hwy, Downey, CA |
| July 24, 2018 | Webinar |
| July 25, 2018 | Madera County Office of Education1105 CA-145, Madera, CA |

The input received from the survey and the stakeholder engagement sessions for the CEI consisted of recommendations of the characteristics that an applicant should possess that include expertise in establishing community engagement sessions, diverse methods to engage community members, the ability to demonstrate their experience facilitating community engagement opportunities that focus on equity, Positive Behavioral Interventions and Supports, or Multi-Tiered System of Supports. In addition, stakeholders suggested that applicants provide examples of collaboration networks of diverse partners that completed a task or project.

Staff from the SBE, CCEE, CDE, and DOF developed a process for selecting each lead that includes the intent of the legislation and the input received by various stakeholders. The Geographic Lead Agency System Request for Applications (RFA) was posted on August 6, 2018, and can be accessed at <https://www.cde.ca.gov/sp/sw/t1/crss.asp>. The CEI RFA was posted on August 13, 2018, and can be accessed at <https://www.cde.ca.gov/fg/fo/r16/cceirfa.asp>. The Special Education Resource Lead Agency Network RFA will posted in the next several weeks. The special education resource lead selection process will trail the other selection processes by approximately six weeks. Additional information and input sessions and the timing of the special education resource lead RFAs will be made available in the near future. We anticipate that the geographic, CEI, and special education resource leads will be selected no later than November 2018.

**Attachment 3: Support for All Update**

Assistance or support for all is provided by various state and local agencies, which provide an array of resources and voluntary assistance that all local educational agencies (LEAs) may use to improve student performance. An October System of Support Planning Group Meeting will focus on level 1 supports for schools and districts to ensure that we are adequately addressing the needs for the student groups within the statewide system of support. This includes a review and integration of our current processes related to students experiencing foster placement and homelessness.

This attachment provides an update on the planned year two efforts of the California Collaborative for Educational Excellence (CCEE) and the California Department of Education’s (CDE’s) new Local Control Funding Formula (LCFF) state priorities and whole child resource page for schools and districts.

**California Collaborative for Educational Excellence Update**

**Training Modules**

During 2017–18, the CCEE rolled out four LCFF focused, topic-specific training modules: (1) Data and Evaluation, (2) Updates on the California School Dashboard and the Local Control Accountability Plan, (3) Demonstration of Increased or Improved Services for Unduplicated Pupils, and (4) Differentiated Assistance. The Differentiated Assistance module was made up of a series of podcasts highlighting the collaborative work of county offices of education (COEs) and school districts to address student needs. CCEE staff partnered with one or more COEs to develop content for, and in many cases co-facilitate, each module. Survey results indicated that participants found module content to be of high-quality, useful, and relevant to their work. It was more difficult to measure the long-term impact of the modules as they were mostly one-off professional development opportunities.

The CCEE anticipates creating at least seven new topic-specific training modules in 2018–19. Each module will include an online webinar or podcast on a specific topic, which will subsequently be archived online. Smaller, in-person trainings on the same topics will be available upon request in most instances. The content for the module will be co-developed and co-facilitated with at least one COE and possibly other partners. To help determine the module topics, a statewide survey was administered in May 2018 (similar to the survey that was administered that helped determine the topics for 2017–18). Based on these survey results, CCEE staff developed an initial list of 2018–19 module topics which include the following: (1) Data and Evaluation with a Focus on Student Groups, (2) Demonstration of Increased or Improved Services for Unduplicated Pupils, (3) Differentiated Assistance, (4) Budget Transparency, (5) Communications, (6) Dashboard Alternative School Status (DASS), and (7) Charters/Charter Authorizers. The CCEE is currently soliciting COEs and other entities to partner on the modules. The CCEE will continue to measure the quality of the webinars and is developing metrics to measure the long-term impact of the modules.

**Professional Learning Networks**

During 2017–18, the CCEE also supported 56 Professional Learning Networks (PLNs). Of these, 36 are hosted by COEs, 9 are hosted by statewide professional associations, 8 are hosted by non-profit or community-based associations, 2 are hosted by charter management organizations, and 1 is the PLN that works with the CCEE’s pilot partnerships. In total, over 350 LEAs participated in one or more PLNs and over 750 individuals from those LEAs participated in one or more PLNs. The PLN facilitators themselves also participate in support networks known as Professional Learning Exchanges (PLXs). There are five PLXs and each facilitator is a participant in one. For 2018–19, the second and last year of the current version of the PLNs, the CCEE will continue to support the PLNs as part of its role in the statewide system of support.

The CCEE is measuring the impact of the PLNs in multiple ways:

* Monthly reflections completed by each PLN facilitator
* An in-depth survey administered to each PLN participant and each PLN facilitator three times a year (six times total)
* Each PLN has developed and continues to update a PLN Impact Plan, which describes the impact each PLN hopes to make and how each PLN will measure its impact
* Focus groups of PLN participants

While only one year of data exists, the CCEE has made some initial changes to its support of the PLNs. For instance, the CCEE is developing, in partnership with PLN facilitators, a bank of survey questions for PLNs to use in measuring changes among their participants. Additionally, the CCEE has placed additional emphasis on supporting PLN facilitators in infusing equity more explicitly into their PLN and PLX meetings. Additionally, the CCEE is collecting resources created by the PLNs to share publicly as appropriate.

**California Department of Education State Priority and Whole Child Resources**

In order to supplement California’s statewide system of support, the CDE continues to focus on alignment and creation of promising policies, procedures, resources, professional learning communities and a network of ongoing support for COEs, districts, school sites, caregivers, parents, and students. As a result of that commitment, the LCFF Priorities/Whole Child Resource Map (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>) was created to provide curated resources and supports that LEAs, schools, teachers, and families can use in the development, implementation, and evaluation of their Local Control Accountability Plans (LCAPs).

On June 8, 2018, the CDE met with stakeholders from all over the state to gather feedback on the Whole Child resources, the value of the existing LCFF resources, and LCFF resources currently used by stakeholders to add to the Resource Map. The CDE is currently populating the Resource Map with the Whole Child resources with stakeholder input. In addition, the CDE is collecting information on professional development/learning opportunities that support the LCFF and the Whole Child. This information is being displayed on the [CDE LCFF Priorities/Whole Child Resource Map web page](https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp) (<https://www.cde.ca.gov/eo/in/lcff1sys-resources.asp>). The intent is to share opportunities to help support LEAs, schools, and families serve the needs of the whole child. Submissions of professional development opportunities that are linked directly to the LCFF priorities by LEAs or reputable organizations are welcomed and can be uploaded on the LCFF [Professional Development Opportunities](https://www.cde.ca.gov/eo/in/lcff-profdev-bydate.asp) web page (<https://www.cde.ca.gov/eo/in/lcff-profdev-bydate.asp>).

Additionally, the CDE is working to further integrate the Resource Map into the statewide system of support. This will help to ensure that the Resource Map and the professional development opportunities provided are timely and responsive to the needs of California’s schools and districts. To this end, various divisions within the CDE are working collaboratively to coordinate communication and training to support schools, districts, and county offices in key areas related to the system of support such as the California School Dashboard, LCAPs, and school planning requirements.