

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-sso-nov19item01

# California State Board of Education November 2019 Agenda Item #03

## Subject

Update on the Continued Development and Implementation of California’s Statewide 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 continued development and implementation of California’s statewide system of support for local educational agencies (LEAs) and schools. The item 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), including LEAs selected as lead agencies within the statewide system of support.

Since August 2016, the State Board of Education (SBE) has received a total of 14 updates regarding the development and implementation of the statewide system of support, each building on the previous and providing an update on the further development, progress, implementation, and continuous improvement of initiatives, policies, and assistance efforts of stakeholders engaged in California’s statewide system of support.

Over that period of time, details about the statewide system of support have been clarified and refined collaboratively by the agencies charged with providing assistance and support under LCFF, based on feedback from stakeholders. Under LCFF the California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE), in consultation with SBE staff, are tasked with coordinating the activities of the CDE, the CCEE, the geographic lead agencies, the expert lead agencies, and the special education resource leads to provide coherent and effective support to LEAs throughout the state.

Building on the substantial investment of state funding provided through the 2018 Budget Act, the 2019 Budget Act provides additional funding through the 21st Century California School Leadership Academy (21 CSLA) and the Educator Workforce Investment Grant (EWIG). The purpose of the 21 CSLA and the EWIG programs are to build the capacity of administrators, teachers, and paraprofessionals in alignment with the work of the statewide system of support.

This item provides a comprehensive review of the statewide system of support’s development and implementation to date, with particular attention to areas where the initial design has evolved or become further defined over the past year.

## Recommendation

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

## Brief History of Key Issues

This item addresses the continued development and implementation of the work of the lead agencies in the statewide system of support, including updates on the work of, and ongoing collaboration between, the geographic lead agencies, the Special Education Resource Leads, and the Expert lead agencies.

Attachment 1 describes key aspects of the statewide system of support, including areas where the design has evolved since 2016. Attachment 2 provides an update on the work of the geographic lead agencies. Attachment 3 provides an update on the work of the special education resource lead agencies. Attachment 4 provides an update on the work of the expert lead agencies.

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

In August 2019, the SBE received the following Information Memorandum:

* Update on California’s Implementation of the California System of Support (<https://www.cde.ca.gov/be/pn/im/documents/memo-mab-sos-aug19item01.docx>).

In March 2019, the SBE received an update on the statewide system of support (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/mar19item02.docx>).

In January 2019, the SBE received an update on the statewide system of support (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item22.docx>).

In November 2018, the SBE received an update on the statewide system of support (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/nov18item03.docx>).

In September 2018, the SBE received an update on the statewide system of support (<https://www.cde.ca.gov/be/ag/ag/yr18/documents/sep18item02.docx>).

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 statewide 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 statewide 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 statewide 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 statewide 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 statewide 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 statewide 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 2019–20 California State Budget authorized $13.8 million ongoing federal funds to establish the 21 CSLA for the purpose of providing high-quality professional learning opportunities for administrators and other school leaders.

Section 84 of the Education Omnibus Trailer Bill (Senate Bill 75) for the 2019–20 California State Budget authorized $37,100,000 through the 2022–23 fiscal year for the EWIG Program for the purpose of providing professional learning opportunities for teachers and paraprofessionals in the following areas:

* Professional learning activities to implement the California English Learner Roadmap Policy
* Special education-related professional learning
* Professional learning for teachers and paraprofessionals statewide in the following areas:
  + Practices and strategies to create a positive school climate, including social-emotional learning and restorative justice
  + Strategies for providing high-quality instruction and computer science learning experiences aligned to the 2018 California Computer Science Standards
  + Practices to support the 2020 Ethnic Studies Model Curriculum

## Attachment(s)

* Attachment 1: Key Aspects of the Statewide System of Support (3 pages)
* Attachment 2: Update on the Ongoing Work of the Geographic Lead Agencies (9 pages)
* Attachment 3: Update on the Ongoing Work of the Special Education Resource Lead Agencies (3 pages)
* Attachment 4: Update on the Ongoing Work of the Expert Lead Agencies (10 pages)

# Attachment 1: Key Aspects of the Statewide System of Support

This attachment describes key aspects of the statewide system of support, including key areas where the design has evolved between 2016 and today. It also reflects the recently enacted state budget, ongoing work among state agencies and the statewide system of support planning group (planning group), and California’s approved Every Student Succeeds Act (ESSA) state plan. This attachment was included in the November 2018, January 2019, and March 2019 System of Support State Board of Education (SBE) item and will continue to serve as a way to keep the field updated on the evolution of the statewide system of support.

## Background

California is in year three of creating a coordinated and coherent state structure to ensure that local educational agencies (LEAs) receive resources and support to meet identified student needs, including disparities in student outcomes and opportunities. The Local Control Funding Formula (LCFF) is the foundation for reimagining California’s accountability and continuous improvement system. As a result of the LCFF, California worked with stakeholders to develop tools for educators and communities 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, with three key policies central to the LCFF serving as the foundation designing the statewide system of support:

* **LEAs and schools are more than a single number.** Quality education is defined by more than a test score.
* **Resource decisions are driven by student need.** Educators and policymakers should adapt services to meet identified needs, including disparities in opportunities and outcomes.
* **LEAs are the primary unit of change.** LEAs play the essential role in supporting schools to sustain improvement.

Previous SBE Information Memoranda and Agenda Items have detailed the foundation for California’s statewide 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 at the LEA and school level and narrow disparities among student groups across the LCFF priorities, including recognition for success and the ability to share promising practices.
* **Differentiated Assistance (Level 2):** County superintendents, the California Department of Education (CDE), charter authorizers, and the California Collaborative for Educational Excellence (CCEE) provide **differentiated** **assistance** for LEAs, 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 with persistent performance issues over a specified time period.

**The goal for support at all levels is to assist LEAs and their schools in meeting 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 |

### Integrating Stakeholder Feedback

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 planning group that will address common concerns and interests from the field regarding support for LEAs and schools.

### Building Collaborative Relationships and Shared Vision

In its third year of implementation it has become apparent that the statewide system of support will not grow as intended without strong, trusting relationships between the state agencies, the LEAs selected as lead agencies within the statewide system of support, and educational stakeholders. To this end, the CCEE and CDE, in consultation with SBE staff, are intentionally engaging lead agencies and educational stakeholders in the continued development and implementation of the statewide system of support.

# Attachment 2: Update on the Ongoing Work of the Geographic Lead Agencies

Under the Local Control Funding Formula (LCFF), the geographic lead agencies are tasked with a variety of responsibilities. These include:

* assisting in building the capacity of the county offices of education (COEs) within their geographic areas to provide effective assistance and support to school districts;
* coordinating and calibrating the assistance and support provided to local educational agencies (LEAs) within their geographic areas; and
* coordinating and calibrating assistance and support with other geographic lead agencies, expert lead agencies, special education resource leads, the California Collaborative for Educational Excellence (CCEE), and the California Department of Education (CDE).

The following updates were provided by the individual geographic led agencies and build on the information provided to the SBE in an August 2019 Information Memorandum (<https://www.cde.ca.gov/be/pn/im/documents/memo-mab-sos-aug19item01.docx>).

## Bay Area Consortium for Student Success

Alameda County Office of Education leads the work of the Bay Area Consortium for Student Success (BACSS), which includes Contra Costa, San Mateo, Santa Clara, and Solano Counties. BACSS has determined a need to focus on building capacity to better support students experiencing homelessness. In its first full year BACSS is working to improve outcomes related to the Chronic Absenteeism and Suspension Indicators in the California School Dashboard (Dashboard) and is partnering with Attendance Works to learn about promising practices that will lead to increased school attendance for students experiencing homelessness.

## Kern County Office of Education

The geographic area, led by the Kern County Superintendent of Schools (KCSOS), is comprised of the following six county offices of education: Fresno Superintendent of Schools, Los Angeles County Office of Education, San Luis Obispo County Office of Education, Santa Barbara County Education Office, and Ventura County Office of Education. This geographic area represents 2,129,262 students (approximately 34.4 percent of the state of California’s student population), 207 school districts, and 3,244 schools.

Using KCSOS’s continuous improvement process, the geographic area is creating an action plan to address a common problem of practice. The process includes: (1) a data analysis of the current condition of the geographic area; (2) the identification of a common problem of practice that, if solved, would have the greatest positive impact on students within the geographic area; (3) an analysis of the root causes contributing to or causing the problem of practice to occur; (4) a theory of action which addresses how targeted root causes will be acted upon; and (5) specific initiatives and an accompanying action plan which provides detailed steps and outcomes to be accomplished.

The geographic area has identified a common problem of practice and developed a theory of action focused on students with disabilities (SWDs). Recognizing the importance of collaboration in addressing this complex issue, Special Education Local Plan Area (SELPA) administrators within the geographic area participated in the continuous improvement process with a goal to improve alignment and coordination of efforts. In an effort to understand the unique needs of SWDs, a partnership with the SELPA systems improvement leads was created to identify and utilize additional resources within the burgeoning statewide system of support. Among these resources is an online data inquiry tool, designed with input from the geographic area, to facilitate data-informed decisions and provide tools for instructional and administrative staff. Furthermore, SELPA systems improvement leads have facilitated professional learning for the geographic area to deepen understanding of the status and needs of SWDs and by providing clarity around federal and state program monitoring for SWDs.

Below is a table summarizing the eligibility status for Differentiated Assistance (DA) by county:

| County | Number of Local Educational Agencies Eligible for Differentiated Assistance in 2018-19 |
| --- | --- |
| Fresno | 13 out of 31 LEAs:   * 8 newly eligible * 5 in second year of DA * 10 eligible based on SWDs (77% of identified LEAs) |
| Kern | 14 out of 47 LEAs:   * 5 newly eligible * 9 in second year of DA * 8 eligible based on SWDs (57% of identified LEAs) |
| Los Angeles | 34 out of 80 LEAs:   * 21 newly eligible * 13 in second year of DA * 23 eligible based on SWDs (67% of identified LEAs) |
| San Luis Obispo | 3 out of 10 LEAs:   * 2 newly eligible * 1 in second year of DA * 3 eligible based on SWDs (100% of identified LEAs) |
| Santa Barbara | 5 out of 10 LEAs:   * 3 newly eligible * 2 in second year of DA * 5 eligible based on SWDs (100% of identified LEAs) |
| Ventura | 5 out of 19 LEAs:   * 3 newly eligible * 2 in second year of DA * 3 eligible based on SWDs (60% of identified LEAs) |

## Capitol Central Foothill Area Consortium

Placer and Sacramento Counties serve as co-leads of the Capital/Central/Foothill Area Consortium (CCFAC), in support of Colusa, Yuba, Sierra, Nevada, El Dorado, Alpine, Yolo, Sutter, Tuolumne, San Joaquin, Amador, and Calaveras Counties. The consortium has established an advisory committee, comprised of a representative from each of the 14 counties, to provide overall leadership and decision-making and to disseminate information through monthly consortium meetings. Based on an analysis of geographic area data, asset mapping, needs assessment, and collaborative conversations, CCFAC has identified key areas of focus in the areas of equity, improvement science, implementation science, Universal Design for Learning (UDL), and data fluency and has scheduled professional learning opportunities with national experts to build capacity in these areas. The consortium recently utilized an external facilitator and engaged in an expanded process of asset mapping to identify areas of expertise within the state priorities across student groups, which will allow for coordination and calibration of services for LEAs within the geographic area, and to determine the capacity to mutually support one another.

Based on data, a key student group identified for DA across the consortium was SWDs. To coordinate the development of resources to support SWDs and align state and regional efforts, the SELPA systems improvement leads (SIL) and the SELPA content lead for UDL have joined the consortium. Additionally, to support the Statewide Multi-Tiered System of Support (MTSS) initiative, one district in each of the seven geographic lead areas was selected to implement the MTSS pilot focused on addressing complex school change issues related to school culture and climate. Sacramento County Office of Education is partnering with Center Joint Unified School District to support the implementation of this statewide initiative.

## Southern California System of Support

The Riverside County Office of Education (RCOE) and San Diego County Office of Education (SDCOE) continue to collaborate as co-geographic leads of the Southern California System of Support (SoCal SOS) geographic area, inclusive of Imperial County Office of Education (ICOE), Orange County Department of Education (OCDE), and San Bernardino County Superintendent of Schools (SBCSS). Many of the statewide system of support initiative leads reside within the boundaries of the SoCal SOS geographic area: the California Equity Performance and Improvement Program (CEPIP) at SDCOE, the Community Engagement Initiative (CEI) at SBCSS, MTSS at OCDE, the Regional English learner (EL) Specialist Lead at SDCOE, two of the SELPA content leads at ICOE and San Diego South County, and one of SELPA System Improvement Leads (SILs) in Riverside County. This fosters collective learning as knowledge and resources are developed and shared.

The initial focus of SoCal SOS is to calibrate practices, to determine assets in existing capacities and resources through processes facilitated in partnership with WestEd, and to identify measures of impact. As a result of inquiry into common needs across SoCal SOS, three workgroups were initiated. Workgroups are currently developing multi-year work plans inclusive of outcomes related to capacity-building, resource connection, and facilitation. Cross-agency collaboration is a hallmark of the workgroups, which are focused on the following initiatives:

* **Equity**: SDCOE is one of the equity leads and is a co-facilitator in SoCal SOS Equity workgroup along with an RCOE co-facilitator. Representatives of all five COEs in SoCal SOS participate in the equity workgroup. The learning of the equity leads is informing the work plan and outcomes designed by the workgroup. Collaborative work is also taking place between San Diego and Kern counties related to the equity lead work in alignment with the CEPIP. San Diego South County SELPA lead is a highlighted presenter for the January 2020 SDCOE Equity Conference in the Special Education strand.
* **Data Culture**: RCOE and SDCOE also co-facilitate the data culture workgroup with participants of all five COEs in SoCal SOS with an initial focus on defining and building data culture and capacity. RCOE has also supported numerous other COEs beyond SoCal SOS in processes to engage LEAs with data sharing agreements that enhance the ability of COEs to proactively support district improvement efforts through the effective and efficient use of data. RCOE and SDCOE also participate in the California Office to Reform Education data collaborative which involves numerous COEs throughout California along with additional analytics and research agencies as a collaborative effort to grow data access, data usage, and data impact.
* **Continuous Improvement (CI)**: The CI workgroup is also co-facilitated by RCOE and SDCOE and intends to calibrate CI efforts across the five SoCal SOS COEs to inform processes to support districts and schools to improve outcomes for students. This builds from CI support provided through California County Superintendents Educational Services Association (CCSESA) and based upon work with the Carnegie Foundation.

## Far North Partnership

Shasta County Office of Education (SCOE) leads the improvement efforts of the Far North Partnership, which includes Del Norte, Humboldt, Siskiyou, Modoc, Trinity, Lassen, Tehama, Plumas, Butte, and Glenn Counties.

SCOE is working with multiple counties from the geographic lead area in partnership with SILs to build a toolkit for improving the alignment of the DA and Annual Performance Report processes. Specifically focusing on the Performance Indicator Review and Least Restrictive Environment indicators, the geographic area partners are building professional development sessions for understanding Annual Performance Reports (APRs), designing "data visualization placemats" for the APR indicators, and compiling a list of probing/improvement questions for LEAs to have a stronger understanding of how to connect their APRs to the Local Control and Accountability Plans (LCAP).

SCOE is also working with multiple counties from the geographic area region, as well as CSU Chico, to build a network of regional trainers for UDL. SCOE has been accepted to the Open Access Project from Placer County and has representation from multiple county offices in northern California. In depth training will be held to learn the comprehensive UDL toolkit as well as implementation practices for bringing UDL to the LEAs in the geographic area counties.

## North Bay/North Coast

The North Bay/North Coast geographic area includes Lake, Marin, Mendocino, Napa, and Sonoma counties, with Sonoma County serving as the geographic lead.

This fall the geographic area refined its theory for improvement, initially developed in July 2019 and made the decision to meet in person on a quarterly basis and to participate in web-based virtual meetings monthly.

The aim of the North Bay/North Coast geographic area is to ensure that all North Bay/North Coast COEs have the resources, capacity, and capability to support districts within their counties to improve student outcomes.

This year the work of the geographic area will focus on building internal capacity and capability of county offices to facilitate CI processes with district and school teams in their counties. Specifically, efforts are focusing on: (1) providing structured professional learning opportunities around improvement principles, processes, and tools based on needs identified and (2) embedding opportunities for deliberate improvement practice and reflection within each COE. Each of these efforts is further outlined below.

1. Providing structured professional learning opportunities around improvement principles, processes, and tools based on needs identified:
   1. In August 2019 COE leadership teams from across the geographic area participated in Organizational Excellence and Evidence-Based Leadership sessions facilitated by Dr. Pat Greco, Studer Education, focused on leadership practices for building a culture for CI. An additional session for COE and LEA leadership is scheduled for October 2019.
   2. Seven COE staff are enrolled in the 2019-2020 Coaching for Improvement Course being offered by CCSESA.
   3. Staff from SCOE, in partnership with staff from Placer and Modoc Counties, are co-facilitating an Improvement Science in Practice training course with a lead facilitator from Improvement Collective. Twenty-eight COE staff from across the geographic area, as well as staff from Contra Costa, Sacramento, and Placer counties, are enrolled in the course.
   4. In October 2019 a Data Visualization Workshop, facilitated by Stephanie Evergreen, is scheduled. The focus of the workshop is on building capacity for data analysis and visualization to support improvement processes with LEAs. Twenty participants representing COE staff from Lake, Marin, Mendocino, Napa, and Sonoma counties and district staff from Napa and Sonoma counties are currently enrolled.
2. Embedding opportunities for deliberate improvement practice and reflection within each COE:
   1. COE staff responsible for facilitating improvement processes with LEAs are working to develop, test, and calibrate our approaches to facilitating CI processes. The goal is to develop a common approach and a set of tools and metrics to inform county office work with LEAs.
   2. Following the completion of projects within the COE, facilitated by the COE, and/or at the geographic lead level, those involved will participate in an After-Action Review to identify and understand: (1) what was effective and why and (2) what changes are needed and how should they be implemented.

## Mid-State Collaborative

The work of the Mid-State Collaborative (MSC) is led by Tulare County Office of Education (TCOE) and is comprised of Tulare, Kings, Madera, Merced, Mariposa, Stanislaus, Inyo, Mono, San Benito, Monterey, and Santa Cruz Counties. The MSC utilizes a structure in which an Advisory Committee, composed of key leaders from each of the 11 COEs, collaboratively determines focus and plans associated efforts. This group meets in person twice a year and virtually every six weeks with multiple affinity cohorts also meeting approximately every six weeks. In addition to the facilitation of collaborative efforts, TCOE is providing individualized support to MSC COEs upon request. TCOE recognizes and attends to the balance of serving as the MSC lead while also engaging in all efforts as a collaborative partner.

This fall the MSC developed the following working impact statement:

We aim to improve our impact as County Offices by integrating continuous improvement into our accountability-based structures, utilizing measurement for improvement, and collecting and sharing resources and best practices. As we lead equity driven work, we aim to support: (1) a deep implementation of MTSS, (2) the efforts of small schools, (3) implementation of the EL Roadmap and Title III accountability, (4) leading district networks, and (5) capacity building of county offices to support their DA districts.

### MSC Work Groups

* Seven partner COEs and two additional COEs (Ventura and Kern) attended a one-day training facilitated by TCOE on leading Network Improvement Communities (NICs). Following improvement review protocol, the participants have planned for four follow-up meetings through 2020.
* Differentiated Assistance Cohort—All participating MSC counties attend the five annual sessions which are organized throughout 2020. Geographic leads and staff from the California Department of Education and the California Collaborative for Educational Excellence have observed and are regularly invited.
* College and Career supports—Kings, Santa Cruz, and Tulare meet regularly to discuss their evolving College and Career programs and infrastructure built for data use.
* TCOE staff will be participating in the CEI and will serve as a conduit of information regarding the initiative.
* The Title III Lead will be joining the MSC Advisory meetings to give statewide updates on EL programs and services.
* The MTSS workgroup is being finalized and scheduled.

### MSC Capacity Building

* Dr. Pat Greco, a decorated district superintendent, has been contracted by TCOE to offer professional development and support through TCOEs annual Learning and Leadership Forum. MSC counties have been invited to meet separately with Dr. Greco and have the option to join with districts either in person or virtually. Participating countries include: Tulare, Kings, Madera, Stanislaus, Inyo, and Mono. There are four sessions each for districts and county leaders throughout 2020.
* Monterey COE partnered with the National Equity Partnership to provide additional support to the districts in DA to approach CI with an equity-focused lens. TCOE staff were co-learners with Monterey COE in the process and applied the strategies and approaches to our role as intermediaries.
* A Technology of Participation Consensus Facilitation Workshop will be attended by Tulare, Kings, and Kern COE staff hosted by TCOE in December 2019.
* Improvement Science Offerings: Improvement Science in Practice sessions will be offered in Tulare and Stanislaus counties, along with one DA course offered by TCOE in fall 2019, Improvement 101 was facilitated by Stanislaus COE in fall 2019.

### MSC Facilitation and Support

* TCOE served as a DA facilitator for Mariposa COE to provide technical support throughout the 2018-2019 school year.
* The MSC offered customized improvement science support for Mono COE, including empathy interviews and consolidation of findings.

### MSC Structures and Resource Connection

* Professional learning opportunities and resources across the region are shared regularly by the MSC.
* The MSC website houses all resources and artifacts from scheduled events and workgroups.
* To mitigate the challenges associated with distance and travel, the MSC is leveraging such strategies as optional virtual meeting attendance as well as personal check-ins to ensure the continuity of the initiative. To enhance virtual collaboration, the purchase of a Zoom cart (a portable audio/video system for web-based meetings) for each COE in the geographic area has been planned. The location of in-person meetings are rotated amongst the MSC COEs.

In addition to any evaluations done on the part of all lead agencies, the MSC plans to regularly conduct social network analyses to provide data on the level and nature of communication and collaboration between and among COE members.

# Attachment 3: Update on the Ongoing Work of the Special Education Resource Leads

The special education resource leads consist of two types of leads: (1) Special Education Local Plan Area (SELPA) Systems Improvement Leads (SILs) and (2) SELPA Content Leads. The SELPA Leads work collaboratively with one another to build the capacity of other SELPAs and lead agencies within the statewide system of support, with a common goal of improving outcomes for students with disabilities (SWDS). The SILs are comprised of El Dorado, Riverside, and West San Gabriel SELPAs and focus to build the capacity in the areas of data use and governance, building a culture of continuous improvement, and implementation of high leverage practices.

The Content Leads are comprised of Imperial, Marin, Placer, and South County SELPAs and provide support with developing and implementing evidence-based practices for SWDS in four content areas: (1) scaling up evidence-based practices for autism; (2) Universal Design for Learning (UDL) and Assistive Technology and Augmentative Alternative Communication strategies; (3) disproportionality; and (4) SWDS and English Language Learners.

## SELPA System Improvement Leads

The SILs presented to the Advisory Commission on Special Education (ACSE) in August 2019 to provide an update on SIL activities and provides monthly updates at state SELPA meetings, including engaging in feedback sessions to identify further areas of collaboration (i.e. rural SELPAs and challenges with accessing resources). The SILs are ensuring all resources developed to support SELPAs and local educational agencies (LEAs) are accessible via a website that will serve as a hub and will be launched by November 2019.

To facilitate support with data use and governance, the SILs completed publication of the State Performance Plan (SPP) Indicator Guide. The Guide is designed to assist SELPAs and LEAs in understanding the indicators included in California’s SPP, a federally required state plan that includes 17 measures related to the state’s implementation of the Individuals with Disabilities Education Act (IDEA). Professional learning modules to accompany the guide are in development. In the next several months, the SILs will launch the Improvement Data Center (IDC), a web-based resource which will house tools and supports in the areas of data governance, root cause analysis, SPP indicator monitoring, improvement monitoring, and predictive analysis for LEAs. In October 2019, beta testing will begin for the data governance tools prior to a full-scale release in January 2020. Collaboration was initiated between county offices of education (COEs) and SELPAs within the Kern County geographic lead area of support, on a project to further inform SPP Indicator 5, Least Restrictive Environment.

To assist with building a culture of continuous improvement among SELPAs, the SILs have developed four professional learning modules designed to be used in tandem with the California County Superintendents Educational Services Association’s (CCSESA’s) *Improving Performance of Students with Disabilities Handbook* to understand how the use of California School Dashboard (Dashboard) data can be used to adjust programs and services for SWDs within a continuous improvement process. The SILs have developed an array of professional learning workshops in the areas of improvement science, the role of SELPA in the statewide system of support, including SWDs in the continuous improvement process, and implementation of UDL.

## SELPA Content Leads

### Students with Disabilities and English Language Learners

The Imperial County SELPA is providing professional development workshops for SELPAs on the following topics*:* literacy development and SWDs who are English Learners, assessing English Learners with significant disabilities, and meeting the needs of English Learners with disabilities.All workshops focus on specific chapters of the *California Practitioners Guide for English Learners with Disabilities* and additionally satisfy specific local plan priorities, Dashboard indicators, and SPP indicators. The Imperial County SELPA is assisting and supporting the California Department of Education (CDE) with implementing the statewide professional development plan for the *California Practitioners Guide for English Learners with Disabilities* and will continue to provide workshops that will take deeper dives of chapters within the guide to support LEAs. The Imperial County SELPA has on-going collaborative partnerships and has been planning for future joint activities with the Bilingual Coordinators Network (BCN) and the statewide system of support Title III Lead. Additional collaborative work with the Marin County SELPA and the California Autism Professional Training and Information Network (CAPTAIN) Lead includes creating an infographic related to evidenced-based practices for students who are English Learners with Autism. The Imperial County SELPA lead and the Imperial County Office of Education Curriculum and Instruction Team are jointly preparing a series of professional development modules related to the English Learner Roadmap and the *California Practitioners’ Guide for Educating English Learners.*

### Evidence-Based Practices for Autism

The Marin County SELPA and CAPTAIN, in partnership with the University of California, Davis and San Diego State University, is leading the work to build the capacity of SELPAs to support the use of evidence-based practices (EBPs) in schools for students with autism. Currently, Marin County SELPA and CAPTAIN are convening meetings to develop networks of understanding and collaboration amongst the SELPA Content Leads, the other COEs acting as leads within the California statewide system of support, and with educational associations including CCSESA and the SELPA Administrators of California. Regional Implementation Leads (RILs) have been identified in eight SELPAs across California that represent 34 counties. The RILs are educational experts in Autism Spectrum Disorder (ASD) and have been identified to provide training and technical assistance to the educators in counties within their regions. The RILs build off an existing CAPTAIN cadre of over 300 educators across California that provide LEAs with education, coaching, and training related to educational programming for students with ASD.

### Open Access Project

The Placer County SELPA provides universally shared resources through the Open Access Project which is focused on improving outcomes for SWDs by building regional lead implementation teams that can provide scalable learning and coaching opportunities for LEAs to implement UDL and to increase access to digital tools and Assistive Technologies (AT), including Augmentative Alternative Communication (AAC) for students with complex communication needs. Over the next four years, Placer County SELPA will be selecting up to 20 RIL teams (in partnership with SELPAs and COEs) to work to build capacity using the research and tools of both Improvement and Implementation Science. Currently, four teams (two focused on UDL, one focused on AT, and one focused on AAC) were selected to begin October 2019. In addition, robust resources are universally available in each of the focus areas to the wider community of practitioners and families needing information and support via the Open Access website at [www.openaccess-ca.org](http://www.openaccess-ca.org/). In collaboration with a number of state statewide system of support partners, a California UDL Coalition is being formed to bring together a variety of stakeholders, across both general and special education, to build strong implementation of UDL across the state. An early outcome of this work is the launch of the first UDL-International Resource Network (IRN) International Conference in California scheduled to be held in San Francisco, April 7–9, 2020.

### Disproportionality

The South County SELPA is building capacity in other SELPAs to provide leadership in establishing a common language and effective solutions for improving equity by decreasing disproportionality. This includes working with the project’s software partner on the initial designs for a predictive disproportionality data tool. The project is working in partnership with the California Department of Education (CDE) to develop this prototype analysis for networking demographically similar school districts together, working with SILs to develop products and services that complement each other in the statewide system of support, and co-designing project message materials with school communities. In addition, South County SELPA collaborated with the geographic lead, San Diego COE, to plan the January 2020 Equity Conference and will provide training on disproportionality within special education. Additional training workshops starting in late September 2019 include a community co-design of project materials, data literacy and disproportionality, Multi- Tiered System of Support (MTSS) as an intervention framework, and building networks that support equity.

# Attachment 4: Update on the Ongoing Work of the Expert Lead Agencies

## California Scaling Up MTSS (SUMS) Initiative

As part of the ongoing work of the Scaling up Multi-Tiered System of Support (MTSS) Initiative, the Orange County Department of Education, the Butte County Office of Education, and the University of California, Los Angeles (UCLA) Center for the Transformation of Schools are leading a pilot network of seven districts spanning the seven geographic areas across the state around a working approach to implement key elements of the Conditions and Climate Work Group Report (2017), while supporting schools implementing the California MTSS framework.

The working School-level Approach for California MTSS implementation was developed through a rigorous design process by a group of 60 key education stakeholders including students, teachers, administrators, district leaders, county officials, researchers and others over a period of nine months. The approach is intended to create or strengthen the necessary conditions and climate for supporting the academic, behavioral, and social-emotional development of students historically underserved and marginalized in our public schools. This approach is designed to prevent and address punitive discipline approaches that negatively affect historically marginalized students of color, students who are experiencing homelessness, students receiving foster care services, students who are lesbian, gay, bisexual, transgender, or questioning (LGBTQ+), students receiving services for an identified disability, and students who are socio-economically disadvantaged. When school systems are built to support students within their own community context, all students thrive.

The School-level Approach is driven by the belief that schools must establish a shared vision for readiness that values academic, behavioral, and social-emotional learning outcomes and has been co-created by students and community members. Further, the approach recognizes and elevates the critical role “school identity” plays in driving the types of structures that support learning and is aligned with a holistic vision for student readiness. Establishing these two anchor points (Vision for Readiness and School Identity), with an emphasis on inclusive practices and authentic family and community engagement, is essential for the implementation of a high-quality MTSS.

A set of criteria was established for LEAs to select two school sites in their district to pilot the approach using the following indicators:

### Level 1 Criteria

* Prior District Level MTSS Training
* Eligible for Differentiated Assistance
* Total District Enrollment Minimum (To limit data distortions due to low enrollment only districts with a minimum cumulative enrollment of 400 students were included in this list.)

### Level 2 Criteria

* Willful Defiance and Disruption
  + Districts where Defiance and Disruption make up at least 16 percent of their overall suspensions will be considered for this pilot.
* Racial Disparities
  + Data consistently indicates that students of color and youth belonging to vulnerable groups continue to face inequitable rates of suspension.
  + Only districts that have a Black-White, Latino-White, or Indigenous-White suspension gap that is greater than or equal to 5 percent were considered for the pilot.
* Poverty Indicators
  + Recognizing the effects of poverty on school climate and culture, schools with at least 55 percent of the student population being identified as socioeconomically disadvantaged were considered.

Thirty-three districts across the state of California met the criteria. Working through the geographic area leads and county offices of education (COE), seven districts (representative of the seven geographic regions across California through the statewide system of support) were selected to participate in a two-year pilot program using the approach. The seven districts include: Morongo Unified School District, Pomona Unified School District, Madera Unified School District, Pittsburg Unified School District, Center Joint Unified School District, Fort Bragg Unified School District, and Oroville City Elementary School District.

During the two-year pilot, school leadership teams will engage with deeper implementation of the features specific to the Integrated Educational Framework as well as the Family and Community Engagement domains of the California MTSS framework. Over a two-year period, Site Leadership Teams will engage in a process that builds a five-year implementation plan that supports the development of a shared school identity, that informs the organizational structures that support the approaches to learning that empower student readiness for life beyond their pre-kindergarten through grade twelve journey. Site Leadership Teams will engage in nine-week cycles of improvement to implement their plans. Each school site team is provided with a coach to assist them in implementing their plans and tracking measurable outcomes.

## Community Engagement Initiative

The purpose of the Community Engagement Initiative (CEI) is to

* build capacity in communities and school districts to facilitate difficult conversations that focus on improving outcomes for students;
* identify effective models of community engagement and metrics to evaluate those models;
* develop effective peer-to-peer partnerships between school districts and COEs to deepen community engagement; and
* expand successful community engagement practices statewide; and
* to serve as a facilitator, resource connector, capacity builder, and relationship builder concerning school districts’ efforts to develop community engagement.

The CEI Lead Agency Consortium (San Bernardino County Superintendent of Schools, California Association for Bilingual Education, and Families In Schools) co-directs the CEI in partnership with the California Collaborative for Educational Excellence (CCEE).

In the 2019-20 school year, the Community Engagement Initiative will hold a total of eight Peer Leading and Learning Network (PLLN) meetings (four virtual and four in-person). The goals of the PLLN are to:

* Deepen the Community Engagement of the school districts and participating communities
* Define common characteristics and best practices where engagement among communities, students, schools and school districts are strong
* Identify and test metrics for measuring increases in Community Engagement
* Develop a protocol for facilitating future PLLNs to help other communities and school districts improve and deepen their relationships and interactions
* Develop criteria for selecting other teams that would benefit from and be successful in improving Community Engagement
* Create capacity within each team to cofacilitate a future Community Engagement Initiative PLLNs

On September 26, 2019, the network hosted its first in-person meeting, providing two of the district teams the opportunity to share their effective models of community engagement and metrics to evaluate those models. Cajon Valley Union School District and East Side Union High School shared information around the Dual-Capacity framework that guides their practice, specific strategies for engaging English Learnings and refugee families, and the impact of student voice on improving outcomes.

Over the next few network meetings, the other district teams will share their effective practices as the network works towards consolidating the most promising practices into informational podcasts, promising practice spotlights and learning modules that will be shared on the CCEE website in the coming months.

## Statewide Early Math Initiative

The Statewide Early Math Initiative, led by Fresno County Office of Education, is intended to result in resources, communications, and professional learning that will improve immediate and long-term mathematical outcomes for children from birth through age eight. The Initiative is expected to provide scalable, regionally responsive professional learning and coaching for early learning and care and early elementary teachers, leaders and administrators. The Early Math Initiative is expected to result in the development and dissemination of materials, tools, and strategies that will give educators, communities, and families the resources they need to introduce mathematical concepts effectively and confidently. The Initiative aims to increase awareness of the importance of early math, support the adults who work with young children in providing high-quality, frequent, engaging early math experiences and to reshape perceptions and understanding about early math.

The Early Math Initiative partners have been very active over the past months. In summary they have:

* Held a week-long professional development and training for the 30 LEAs/entities that focus on building regional math capacity.
* Held follow-up monthly meeting with these same entities.
* Completed a resource review related to early math which is in process of being made accessible through a searchable database.
* Completed a research review which will be included as part of the database.
* Developed scripts for 30 video segments that will be filmed. Casting of the actors who will appear in these segments is in progress and filming is scheduled to begin next month.
* Contracted with Frazer Communications for initiative branding and help getting the videos some airtime, along with social media and website development.
* Collaborated with an app developer to create an early math application. Portions of the app content have been developed and other sections are being developed.
* Scheduled a Family Math Night in November to pilot materials.
* Continued on-going work to expand literature reviews and early math activities. Approximately 40 literature reviews and approximately 80 activities have been completed, and more activities will be developed in the coming months.

Collaboration between partners has been occurring with the Early Learning Group at the Exploratorium in San Francisco, with Megan Franke at the UCLA Center X, as well as local interactions that are occurring within and between the COEs.

## Equity Leads Update

The Santa Clara County Office of Education (SCCOE) and the San Diego County Office of Education (SDCOE) serve as the equity leads for California’s statewide system of support. Funded through the CDEs California Equity Performance Improvement Program (CEPIP) grant, the equity leads seek to promote equity for all students with a specific emphasis on students with disabilities (SWDS), English Language Learners (EL) and African American students.

The SCCOE is leading the California 1: Highway to Success for ALL (CA1) project. Using an approach built on a tiered model of support, including an online platform, face to face supports, and the development of an equity self-assessment tool and resources, the SCCOE is tasked with the following activities:

* Develop new resources and activities.
* Disseminate information on effective equity practices.
* Develop and provide trainings, conferences, and workshops.
* Work with partnering LEAs and schools and their targeted student population.

While the resources developed are designed to be shared statewide, the CA1 is directly partnering with four COEs and nine LEAs by way of piloting deliverables and providing direct support. The CA1 website has more detailed information and can be located at: <http://www.inclusioncollaborative.org/cepip.aspx>

### Component One: Online Courses

Working from the premise that Universal Design for Learning (UDL) Disrupts Inequities, this project has partnered with the Center for Applied Special Technology (CAST), the national organization that has led the research and development in this effort. Utilizing the Learning Designed platform that CAST has developed, the CA1 provides online courses for both administrators and teachers, which also has a coaching component embedded in it. The Learning Designed platform is also utilized by other Systems of Support leads, such as Placer SELPA’s Open Access Project. The CAST UDL online courses are embedded into the CA1 project, for participating LEAs to access. The use of Learning Designed and partnering with CAST has opened up collaboration activities to promote and support UDL practices in California. Currently, there is a CA UDL Coalition being formed to support this effort and as one of the Equity Leads, SCCOE is supporting these efforts.

### Component Two: Statewide Conference

The second tier of support involves face-to-face activities and real time support. The *Annual Inclusion Collaborative State Conference* is one such focus activity. In 2018, the Inclusion Collaborative State Conference received the California School Boards Association (CSBA) Golden Bell Award. In addition to in-person participation, the conference has a virtual component. Utilizing YouTube Live, sites around the state can host their own virtual conference, streaming in the sessions they choose to their audience. All sessions that are streamed are saved and archived on the Inclusion Collaborative YouTube Channel for future viewing. In 2018, there were a total of 342 in-person participants and over 700 virtual participants throughout the state. This year, the theme of our October 2019 conference was Inclusioneers IMPACT, with equity, inclusion and access highlighted throughout. In addition to remote sites in California, this year we also hosted remote sites in states such as Illinois and Utah. In addition, we are partnering with Los Angeles COE to support their upcoming Inclusion Conference in November 2019, modeled on the statewide conference. More detailed information about the Inclusion Collaborative State Conference, can be found at: <http://www.inclusioncollaborative.org/conference.aspx>.

### Component Three: Equity Institutes

CA1 provides Equity Institutes throughout the year. All CA1 LEAs have free access to these events. In 2018-2019, four Equity Institutes were provided with a total of 125 participants attending. These events are archived on the CA1 website. Topics included: Co-teaching for Equity, Culturally Sustaining Teaching Practices for Equity, Supporting English Language Learners, and Understanding Muslim Students. Since these activities were so well attended last year, the number of Equity Institute offerings has been increased this year, with monthly events being offered.

### Component Four: Statewide Equity Self-Reflection Tool

The CA1 is developing an equity self-evaluation/reflection tool with resources for both district and school sites to access. In partnership with the National Equity Project, an Equity Design Team has begun a process grounded in the design thinking process, in partnership with equity experts within SCCOE, participating CA1 LEAs, Californians for Justice, Pivot Learning, and the Western Educational Equity Assistance Center. Together with the National Equity Project, this team met monthly during the fall of 2019 to develop the Ways To Equity Playbook. In early 2020, pilot LEAs will field-test this open-source tool before it is shared statewide.

The SDCOE has partnered with the Riverside County Office of Education (RCOE) and the Kern County Superintendent of Schools (KCSOS) in implementing its CEPIP work. In September 2019 SDCOE released *A Focus on Equity*, which reflects on lessons learned in the first year of the CEPIP. The report, produced in collaboration with KCSOS, seeks to provide school and district leaders, classroom teachers, and other educational stakeholders an in-depth picture of how CEPIP works and the progress CEPIP has made on the contexts of implementation, including participants, school culture, and students.

The full report is available at <https://www.sdcoe.net/lls/equity/Documents/2019-Equity-Report.pdf>.

SDCOE and RCOE have jointly developing a theory of action to lead equity work throughout their statewide system of support geographic region. They have engaged with geographic leads in the region and created an equity workgroup with members from each county office in the geographic region. The equity workgroup had been involved in conversations about equity and the theory of action; moving forward the group will focus on the deeper meaning of equity, systems of oppression and dialogue about next steps.

In January 2020, SDCOE is hosting a statewide Equity Conference in San Diego, bringing together nationally recognized speakers and spotlighting current research and best practices around equity. Conference sessions will focus on strengthening systems to better respond to the linguistic, cultural, social-emotional, and mental health needs of all students, and create the conditions for them to thrive and make healthy choices.

Additional information about the Equity Conference is available at <https://www.sdcoe.net/lls/equity/Pages/ec2020.aspx>.

## 21st Century California School Leadership Academy

The California Department of Education (CDE) and the California Collaborative for Educational Excellence (CCEE) are currently establishing a process to organize and offer professional learning opportunities and select providers of high-quality professional learning for administrators and other school leaders through the 21st Century School Leadership Academy (21 CSLA). These providers will apply for $13.8 million in grants to offer professional learning through the 21 CSLA that is free of charge to local educational agencies (LEAs) that receive federal Title II funds on a statewide basis. Activities conducted through the 21 CSLA will align with the statewide system of support.

Information regarding the 21 CSLA may be found on the CDE website at <https://www.cde.ca.gov/pd/ai/ca21csla.asp>.

### Stakeholder Outreach

From August through October, stakeholders have provided input to inform the design of the 21 CSLA. The following presentations and input sessions have been conducted during this outreach period:

* August 20: Focus Group meeting with CDE staff, CCEE staff, State Board of Education (SBE) staff, Commission on Teacher Credentialing staff, and select LEA representatives
* September 13: Program overview provided at the State and Federal Program Directors Meeting
* September 13: Program overview during the Every Student Succeeds Act (ESSA) Update webinar
* September 16, 19, and 20: Three 21 CSLA input webinars held with 198 participants and participant sites
* September 19: Program overview at the Curriculum and Instruction Steering Committee meeting
* September 26: Input webinar for the Equity Coalition

### Stakeholder Input Survey

Participants provided input regarding the program design during the input webinars. Additionally, the 21 CSLA Stakeholder Input Survey was made available from September 16 through October 25. The webinar polls and survey gathered input regarding:

1. Critical areas for professional learning
2. Considerations about the structures of professional learning opportunities
3. Barriers to accessing professional learning and ways to overcome those barriers

The CDE and CCEE are working to incorporate the results of this outreach into the program design of the 21 CSLA. The Request for Applications (RFAs) is tentatively scheduled to be released in early December.

### Educator Workforce Investment Grant Program

The CDE and the CCEE are currently developing the RFAs for the Educator Workforce Investment Grant (EWIG) Program to provide professional learning for teachers and paraprofessionals statewide. For the 2019–20 fiscal year, $37.1 million is available to be used through the 2022–23 fiscal year to provide one or more competitive grants to one or more institutions of higher education or nonprofit organizations with expertise in developing and providing professional learning to teachers and paraprofessionals in public schools serving kindergarten through grade twelve to conduct activities in the following areas:

* Professional learning activities to implement the California English Learner Roadmap Policy
* Special education-related professional learning
* Professional learning for teachers and paraprofessionals statewide in the following areas:
  + Practices and strategies to create a positive school climate, including social-emotional learning and restorative justice
  + Strategies for providing high-quality instruction and computer science learning experiences aligned to the 2018 California Computer Science Standards
  + Practices to support the 2020 Ethnic Studies Model Curriculum

Positive consideration will be given to applicants that propose to partner with a COE or a consortium of COEs. Activities will be conducted in a manner that aligns with the statewide system of support, and, to the extent practicable, grantees will coordinate activities with the California Subject Matter Projects.

Information regarding the EWIG may be found on the CDE website at <https://www.cde.ca.gov/pd/ps/ewig.asp>.

### Stakeholder Outreach

From September through October, stakeholders have provided input to inform the design of the EWIG programs. The following presentations and input sessions have been conducted during this outreach period:

* September 13: Program overview provided at the State and Federal Program Directors Meeting
* September 13: Program overview during the Every Student Succeeds Act (ESSA) Update webinar
* September 19: Program overview at the Curriculum and Instruction Steering Committee meeting
* September 25: EWIG stakeholder input webinar held with 150 participants and participant sites
* September 26: Input webinar for the Equity Coalition

### Stakeholder Input Survey

Participants provided input regarding the program design during the input webinar. Additionally, the EWIG Stakeholder Input Survey was made available from September 25 through October 25. The webinar polls and survey gathered input regarding:

1. Critical areas for professional learning for each of the program strands
2. Considerations about the structures of professional learning opportunities
3. Barriers to accessing professional learning and ways to overcome those barriers

The CDE and CCEE are working to incorporate the results of this outreach into the program design of the EWIG programs.