California’s System of Support

Support for All- Level 1 Support

California Department of Education
December 11, 2018
Webinar Objectives

- Overview of California’s System of Support
- Learn about the different levels of support offered to LEAs and schools
- Become knowledgeable about the technical assistance opportunities and support provided by various divisions within the CDE
- Know who to contact for additional information regarding technical assistance opportunities and support available to LEAs and schools
California’s System of Support for All LEAs and Schools

• Today we will hear about the different types of supports, professional development opportunities, and resources available to all LEAs and Schools (Level 1).

• CDE Divisions represented in this Webinar:
  - California Department of Education
    - Improvement and Accountability Division
      - Special Education Division
    - Early Learning and Care Division
    - Educator Excellence and Equity Division
    - Local Agency Systems Support Division
    - Expanded Learning Division
    - English Learner Division
  - Curriculum Framework and Instructional Resources Division
  - College and Career Transition Division
California’s System of Support
California’s Accountability and Continuous Improvement System

- The Local Control Funding Formal (LCFF) significantly changed how California provides resources to public schools and holds local educational agencies (LEAs) accountable for improving student performance.

- LCFF, which the Legislature and Governor passed in 2013, includes state priority areas that define a quality education more broadly than a single test score and requires that the accountability system consider all priorities.

- The new accountability system is based on multiple measures that are based on factors that contribute to a quality education, including high school graduation rates, college/career readiness, student test scores, English learner (EL) progress, suspension rates, and parent engagement.

- Central components of California’s Accountability and Continuous Improvement System include:
  - Local Control Accountability Plan (LCAP)
  - California School Dashboard
  - California’s System of Support
What is California’s System of Support?

California’s System of Support is:

• Support to local educational agencies (LEAs) to meet identified student needs through the Local Control and Accountability Plan process
• Different from California’s previous approaches to improvement
• A structure that connects LEAs and schools to resources that are timely, reliable, quality, and contextually relevant
• Designed to improve statewide coordination, communication, and develop resources for LEAs and schools
• A collective responsibility
What is the purpose of California’s System of Support?

The purpose of California’s System of Support is to:

• Support the **continuous improvement** of pupil performance within the state priorities as described in California *Education Code (EC)* sections 52060 and 52066.

• **Address the gaps in achievement** between pupil subgroups as described in *EC* Section 52052.

• **Improve outreach and collaboration with stakeholders** to ensure that goals, actions, and services as described in school district and County Office of Education **LCAPs reflect the needs of pupils and the community especially for historically under-represented or low-achieving populations.**
# How is California’s Approach Different?

<table>
<thead>
<tr>
<th>Education Improvement Before LCFF</th>
<th>Education Improvement After LCFF</th>
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<tbody>
<tr>
<td>Top down transactional exchanges focused on schools in isolation</td>
<td>Support providers work alongside LEAs and their schools to identify key challenges and opportunities</td>
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<td>Packaged approaches for interventions</td>
<td>Systemic approach tailored to locally identified needs and strengths</td>
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<td>Isolated team decision making</td>
<td>Engaging with local educators and communities as part of decision making</td>
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<tr>
<td>Redundancy and contradictions across state and federal programs</td>
<td>Streamlined and coherent expectations for LEAs across state and federal programs</td>
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<tr>
<td>Assistance disconnected from local priorities and focus</td>
<td>Assistance supports LEAs in aligning, prioritizing, and using resources to meet student needs identified in the LCAP</td>
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What is the Goal of California’s System of Support?

The overarching goal of the California’s System of Support is:

To help LEAs and their schools meet the needs of each student they serve, with a focus on building local capacity to sustain improvement and to effectively address disparities in opportunities and outcomes.
How is California’s System of Support Organized?

California’s Statewide System of Support includes three levels of supports to LEAs and schools to promote continuous improvement.

<table>
<thead>
<tr>
<th>Level of Support</th>
<th>Description of Supports Available</th>
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<tr>
<td>Support for All LEAs and Schools (Level 1)</td>
<td>Various state and local agencies provide an array of support resources, tools, and voluntary technical 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.</td>
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<tr>
<td>Differentiated Assistance (Level 2)</td>
<td>County superintends, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance for LEAs and schools, in the form of individually designed assistance, to address identified performance issues, including significant disparities in performance among student groups.</td>
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<tr>
<td>Intensive Intervention (Level 3)</td>
<td>The Superintendent of Public Instruction may require more intensive interventions for LEAs and/or schools with persistent performance issues and a lack of improvement over a specified time period.</td>
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### Who are the Agencies with a Statutory Role?

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<tr>
<th>Agency</th>
<th>Example of Roles (not an exhaustive list)</th>
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</thead>
<tbody>
<tr>
<td>State Board of Education</td>
<td>- Sets policy and direction</td>
</tr>
</tbody>
</table>
| California Department of Education              | - Provides a variety of resources, funding, and guidance including level 1 (support for all)  
  Examples from June 2017 memorandum: [https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item02.doc](https://www.cde.ca.gov/be/pn/im/documents/memo-exec-ocd-jun17item02.doc)  
  - Provides or coordinates assistance for COEs eligible for differentiated assistance (level 2 support) |
| California Collaborative for Educational Excellence | - Advises and assists school districts, COEs, and charter schools to achieve their LCAP goals through: Technical assistance for intervention and professional development including facilitating professional learning networks |
| County Offices of Education                     | - Provides differentiated assistance to LEAs eligible for differentiated assistance (level 2 support)- Primary Thought Partner for LEA  
  - Reviews LCAPs |
| Geographic and Expertise Leads and Initiatives  | - Coordinate and calibrate assistance statewide; develop new resources; support COEs |
How do the Elements Fit Together?
What is the LEAs Role in Continuous Improvement?

**July 1**
The LCAP is Adopted by the LEA

- Implement the LCAP
- Finalize and adopt the LCAP/Annual Update for the next fiscal year

**October 8**
The LCAP is Approved by the Reviewing Agency

- Implement the LCAP

**California’s System of Support**
- Support for All LEAs and Schools (Level 1)
- Differentiated Assistance (Level 2)
- Intensive Intervention (Level 3)

**February - March**
Update the LCAP based on data analysis and stakeholder input

- Implement the LCAP
- Review the LCAP based on data analysis and self-reflection

**December**
The Dashboard is populated with state data and LEA responses to Local Indicators

- Required Stakeholder engagement recommended
- Stakeholder engagement recommended (e.g. involve stakeholders in analysis)
What Support Can I Expect from my COE or Support Provider?

• Support Providers work alongside LEAs and their schools to identify key challenges and opportunities
• Facilitate a collaborative review of dashboard and other local data and a discussion of underlying causes of performance challenges
• A systemic approach tailored to locally identified needs and strengths connected to the LEAs LCAP process (common tools and protocols grounded in improvement science)
• Engagement with local educators and communities as part of decision making
• Act as a thought partner and support LEAs as they retain control to select the improvement strategies and actions they will implement to address
Where Can I Get More Information?

- California’s System of Support Webpage: https://www.cde.ca.gov/sp/sw/t1/csss.asp
- California’s Accountability Model and School Dashboard Webpage: www.cde.ca.gov/dashboard
- Local Control and Accountability Plan webpage: https://www.cde.ca.gov/re/lc/
- California School Dashboard: www.caschooldashboard.org
- CDE Listservs: https://www.cde.ca.gov/re/di/cd/listservs.asp
Improvement and Accountability Division
Improvement and Accountability Division

Designs, develops, and administers a system for local educational agencies and schools to institute and implement coherent evidence-based educational programs that result in improved student learning.
Technical Assistance and Support

Technical Assistance and Support is provided to all LEAs and schools in the following areas:

- Use of Title I, Part A Funds
- Equitable Services/Ombudsman
- Family Engagement
- Comparability Requirements
- Schoolwide Programs/Targeted Assistance School
- Reservations, Ranking, and School Allocations
- Supplement, not supplant
- Title I, Part D
- School Choice
- Consolidated Application and Reporting Requirements for Title I
- Quality School Framework
- School Improvement
- Federal Program Monitoring for Title I
- Foster Youth Education Program
- Homeless Education Program
- American Indian Education Program
- Geographic Lead Agency Program
- Community Engagement Initiative

State and Federal Program Director Meetings:
https://www.cde.ca.gov/sp/sw/t1/sfpdirectorsmeeting.asp
Continuous Improvement Resources Web Page

Continuous Improvement Resources
Resources and tools to assist local educational agencies, schools, and local stakeholders as they plan and implement their continuous improvement efforts through their Local Control and Accountability Plan or other improvement planning processes.

- Resources By Topic
  - Continuous Improvement Frameworks
  - Local Educational Agency Self-Assessment and Inventory
  - Needs Assessment and Root Cause Analysis
  - Selecting Evidence-based Strategies for the Continuous Improvement Process
  - Other Resources and Tools

The Continuous Improvement Resources Web page is dedicated to providing high quality, timely, and responsive resources and tools that are designed to assist all local educational agencies (LEAs) and their schools to meet the needs of each student served, with a focus on building capacity to sustain continuous improvement and effectively address inequities in student support and outcomes.

Suggested Use: The resources and tools provided below can be used to assist all LEAs, schools, and local stakeholders as they plan and implement their continuous improvement efforts through the Local Control and Accountability Plan (LCAP) process, or other improvement planning processes. At a minimum, the information, including resources and tools, can be used as discussion starters to support the continuous improvement process. The California Department of Education welcomes feedback on the resources and tools provided on this Web page so they may be updated and evolve to better address the needs of the users. Please contact the staff member at the bottom of the Web page with feedback and questions.

Resources by Topic

Continuous Improvement Frameworks
Utilizing Integrated Resources to Implement the District and School Improvement Cycle and Supports (PDF: 1MB) This practical guide has been endorsed by the Center on School Turnaround at WestEd and the Building State Capacity and Productivity Center as a way to braid key resources together to implement an improvement cycle within a broader system of support. Included are tools, templates, and coaching tips to assist LEAs through the improvement cycle. Key tools
Continuous Improvement Resources Web Page (2)

Resources include:

• Training modules on Needs Assessment and Root Cause Analysis
  • Presentations, worksheets, graphic organizers, templates, protocols, frequently asked questions
• Tools for selecting Evidence-based Strategies
• Links to outside web resources and documents

https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp
Training Module Overview

1. Set Direction and Purpose
   1A. Continuous Improvement and the Local Control and Accountability Plan

2. Assess Local Needs and Determine Causal Factors of Greatest Needs
   2A. Planning a Needs Assessment for Continuous Improvement
   2B. Designing a Needs Assessment for Continuous Improvement
   2C. Introduction to Root Cause Analysis
School Improvement Resources and Guidance Web Page
School Improvement Resources and Guidance Web Page (2)

https://www.cde.ca.gov/sp/sw/t1/sigassist.asp

Includes links to internal and external web resources and documents on the following topics:

- Planning
- External Partnership
- Leadership Effectiveness
- Teaching and Learning
- Student Non-academic Support
- Family and Community Engagement
- Support and Oversight
Improvement and Accountability

Contact Information

Title I Monitoring and Support Office
916-319-0854

Title I Policy and Program Guidance Office
916-319-0917

Regional Support and Awards Office
916-319-0836

School Improvement and Support Office
916-319-0833

https://www.cde.ca.gov/sp/sw/t1/titleparta.asp
Special Education Division
Purpose and Mission

The Special Education Division is responsible for ensuring and supporting local educational agencies in upholding the guarantees afforded each student with a disability under the Individuals with Disabilities Education Act (IDEA). It does this by providing guidance, support and general supervision through statewide monitoring and technical assistance.
Special Education Division Links

Check out the Special Education Division resources webpage:
https://www.cde.ca.gov/sp/se/sr/iepresources.asp

Check out the Special Education Division announcements and current issues page:
https://www.cde.ca.gov/sp/se/ac/
Under the Individuals with Disabilities Education Act (IDEA), Focused Monitoring and Technical Assistance units monitor local educational agencies through:

- Comprehensive Reviews
- Disproportionality Reviews
- Performance Indicator Reviews
- Data Indicator Noncompliance Reviews

https://www.cde.ca.gov/sp/se/qa/fmtacncnt.asp
Increasing Access to General Education through the Supporting Inclusive Practices Project

• An inclusion and equity frame supported by evidence-based inclusive practices ensure that students with disabilities have the opportunity to access every aspect of school academic and social-emotional life alongside peers without disabilities.

• The Supporting Inclusive Practices Project (SIP) assists the California Department of Education, Special Education Division, in supporting local educational agencies with research and evidence-based practices, training, and technical assistance related to supporting students with disabilities in the least restrictive environments.

https://www.sipinclusion.org/
California Services for Technical Assistance and Training (CalSTAT)

CalSTAT provides a web-based hub of evidence-based resources, training priority areas, publications, and symposiums.

Priority areas include:

- Collaboration and Inclusive Practices
- Individual Education Programs
- Individuals with Disabilities Education Act
- Multi-Tiered System of Support
- Positive Behavioral Interventions and Supports

http://www.calstat.org/
The High Quality Early Learning Environment (HQELE) online learning tool features key classroom elements, visual examples, video interviews, articles and related resources.

The Preschool Planning Tool includes teaching strategies, goal ideas, and assistive technology support considerations. http://seedsofpartnership.org/planningTool.html

Family Engagement resources for infant through secondary transition explores websites, online articles and publications. http://www.seedsofpartnership.org/familyEngagement.html
Early Childhood Resources: Desired Results Access Project

• Provides training on how to administer the Desired Results Developmental Profile 2015 (DRDP)

• Video library with examples of Part C and Part B topics including examples of children served in early childhood preschool programs

• Information about adaptations to use with children with disabilities

• Promotes family participation and involvement in daily activities and routines.

https://www.draccess.org/
More Early Childhood Resources

- Early Childhood Technical Assistance (ECTA)
- National Center for Pyramid Model Innovations (NCPMI)
  http://challengingbehavior.cbcs.usf.edu/
- Division of Early Childhood (DEC) provides the DEC recommended practices, checklist, examples, and videos
  http://www.dec-spied.org/dec-recommended-practices
- What Works Clearinghouse provides information about evidenced based practices, current research, and resources
  https://ies.ed.gov/ncee/wwc/
Dyslexia Guidelines

• Assembly Bill 1369, Statutes of 2015, required the Superintendent of Public Instruction to develop program guidelines for dyslexia.

• The guidelines are designed to assist general education teachers, special education teachers, and parents to identify and assess students with dyslexia, and to plan, provide, evaluate, and improve educational services to students with dyslexia.

https://www.cde.ca.gov/sp/se/ac/dyslexia.asp
Diagnostic Center Services

• Comprehensive assessment and educational planning services to assist local educational agencies in addressing the complex needs of students with disabilities

• Technical assistance and consultation in program and instructional design and delivery

• Professional development opportunities for teachers, administrators, special education staff, families, and service agency personnel

http://www.dcs-cde.ca.gov/
Diagnostic Center Locations

Diagnostic Centers are located in:
• Los Angeles (Southern California)
• Fresno (Central California)
• Fremont (Northern California)

http://www.dcs-cde.ca.gov/
The EDge Publication

This California publication is designed to inform and support parents, educators, and other education professional on topics related to students with diverse learning needs. This quarterly publication provides information and current resources on topics focusing on bright spots, legislation, technical support, and emerging practices on topics such as:

- Student Driven IEPs
- Transition and Employment
- Creating Positive School Climate and Culture
- MTSS and Educational Alignment
- Inclusive Practices in Education

https://www.calstat.org/publications/subscribe_form.php
Advisory Commission on Special Education (ACSE)

• As California’s State Individuals with Disabilities Education Act (IDEA) Panel, ACSE provides recommendations and advice to the State Board of Education, the State Superintendent of Public Instruction, the Legislature, and the Governor in new or continuing areas of research, program development, and evaluation in California special education

• ACSE holds a minimum of five meetings a year and members participate in additional committee and task force meetings

• ACSE welcomes public input

• ACSE meetings are recorded and archived and highlight the most current happenings in Special Education in California

https://www.cde.ca.gov/sp/se/as/acse.asp
A Few Additional Favorites

• Understood for learning and attention issues  www.understood.org
• National Center for Learning Disabilities  https://www.ncld.org/
• What Works Clearinghouse  https://ies.ed.gov/ncee/wwc/
• Bookshare – Ebooks for people with reading barriers  https://www.bookshare.org/cms/
Contact Information

Lorraine Hope
Education Programs Consultant
Special Education Division
California Department of Education
lhope@cde.ca.gov
916-327-8877
Early Learning and Care Division

Photo Credit: Orange County Office of Education
• **VISION:** California’s children have a strong and responsive early learning and care foundation, supporting school and lifelong success.

• **MISSION:** Lead an innovative, inclusive, and high-performing early learning and care system by advancing equitable opportunities to optimize thriving children, families, and communities.

• **PRIORITIES:** One System | Equity, Capacity and Quality | Excellent Service
ELCD High-level Technical Assistance and Support

For Local Education Agencies (LEA) and ELC agencies, ELCD provides:

• Support and training and technical assistance (T&TA) directly through our own team as well as implementing multiple quality projects to provide supports, to California’s early learning and care system.

• Funding opportunities to operate direct service contracts for children programs (e.g. California State Preschool Program) and quality projects (e.g. Quality Counts California).
Quality Counts California (QCC)

- Program quality is measured across a five tier continuum.
- May receive coaching and other T&TA
- Sites at tiers 4 and 5 qualify for site Quality Rating and Improvement (QRIS) Site Block Grants
  - CA State Preschool - $50 million
  - Infant/Toddler Centers - $10.9 million
  - Migrant Centers - $800,000

Funding Available to Participating LEAs: Quality Counts California
ELCD Technical Assistance

California (CA) Preschool Instructional Network (CPIN) Provides T&TA in relation to preschool and transitional kindergarten on:

- CA Preschool (PS) Learning Foundations,
- PS Curriculum Framework, and
- PS Program Guidelines and other CDE ELCD resources

Child Observational Assessment

- Desired Results Training and Technical Assistance Project
ELCD T&TA: Inclusion and Behavior

To support teachers in managing children’s challenging behaviors and supporting their social emotional/developmental:

• California Inclusion and Behavior Consultation (CIBC) Network
• CA CSEFEL Teaching Pyramid Framework
Available Resources

Online Learning

• [California Early Childhood Online](#)
• [Transitional Kindergarten Professional Learning Series](#)
• CompSAT–[Competencies Self-Assessment Tool](#)
• [Publications and Guides](#)
• Alignment of the California Preschool Learning Foundations with Key Early Education Resources
• Best Practices for Planning Curriculum for Young Children:
  • Family Partnerships and Culture
  • Integrated Nature of Learning
• Early Childhood Educator Competencies
• Preschool English Learners Guide
• Inclusion Works!
Training and Technical Assistance for Local Education Agencies Contractors: Managing Contracts and Programs

Photo Credit: San Diego County office of Education
ELCD Contract Monitoring and Support

- Contract Requirement Questions
- Minimum Day of Operation Changes
- Program Narrative Changes
- Complaints
- Program Self Evaluation (PSE)
- Approvals
- Voluntary Temporary Transfers – Established Local Agreement Request
- Emergency Closures
- Waivers – Staffing and Priority
Monitoring Reviews

Federal Program Monitoring
• On-site and Online

Contract Monitoring Reviews (CMR) Follow-ups
• Local Education Agencies
• Non-local education agencies

Error Rate Reviews
• Improper Payments Elimination and Recovery Act (IPERA)
• Legislature Report
Training and Technical Assistance

- Presentations and T&TA at California Child Development Administrators Association (CCDAA) meetings
- Presentations and T&TA at California Alternative Payment Program Association (CAPPA) meetings
- Regional T&TA
- County T&TA
- Clusters T&TA
- One-on-one T&TA

Photo Credit: Kidango
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Early Learning and Care Division
Education Programs Consultant
egolchert@cde.ca.gov
916-323-1313
Educator Excellence and Equity Division
Title II, Part A
(State Priorities 1, 2, & 4)

Title II, Part A Purpose:
• Improve teacher and principal quality through professional development and other activities
• Provide low-income and minority students greater access to effective teachers, principals, and other school leaders

Need help?
• Funding Web Page: https://www.cde.ca.gov/fg/fo/profile.asp?id=5199
• Get in touch with Title II, Part A experts regarding:
  • Program questions and technical assistance
  • Fiscal questions
  • Compliance assistance

Educator Excellence Office
EducatorExcellence@cde.ca.gov | 916-445-7331
Educator Excellence Resources (State Priorities 1, 2, 4, 6, & 7)

Educator Excellence Web page at http://cde.ca.gov/418798
Resources and information regarding:

In the context of implementing…
Supporting Standards Implementation (State Priorities 2, 4, & 8)

Curriculum Areas Web Pages at http://cde.ca.gov/pd/ca/
Supporting Standards Implementation (2) (State Priorities 2, 4, & 8)

CCSS Professional Learning Modules at http://cde.ca.gov/422035
- CCSS Overview
- Mathematics Learning Progressions and Standards for Mathematical Practice
- ELA Reading Information Text and Writing to Inform, Argue, and Analyze
- Content Literacy for History-Social Studies, Science, and Technical Subjects
- CA English Language Development Standards – Getting Started and A Deeper Dive
- Assessment Literacy
- Multi-tiered System of Supports: A Comprehensive Framework for Implementing CA CCSS

CA CCSS Instructional Leadership Guide at http://cde.ca.gov/405454
Supporting Standards Implementation (3)  
(State Priority 2)

Recommended Literature List at [http://cde.ca.gov/416208](http://cde.ca.gov/416208)

- Searchable database of texts recommended by teachers, library media teachers, administrators, curriculum planners, and parents
- Various types of literature related to all curriculum areas
- Helps students, teachers, and families find books that entertain, inform, and explore new ideas and experiences
- Promotes cross-curricular connections between English language arts and all other curricular areas

Literature List Staff | LiteratureList@cde.ca.gov | 916-323-6269
School Health and Safety (State Priorities 5 & 6)

- **School Safety:** [https://www.cde.ca.gov/ls/ss/](https://www.cde.ca.gov/ls/ss/)
  - School Safety Plans
  - Crisis Response
  - Disaster Preparedness
  - Lock Down Procedures
  - Bullying Prevention
  - School Climate-California Healthy Kids Survey

- **School Health Services & School Nursing:** [https://www.cde.ca.gov/ls/he/hn/](https://www.cde.ca.gov/ls/he/hn/)
  - Immunizations
  - Oral Health
  - Vision Screenings
  - Dental Screenings
School Health and Safety (State Priorities 5 & 6) (cont.)

- **Mental Health Services:** [https://www.cde.ca.gov/ls/cg/mh/](https://www.cde.ca.gov/ls/cg/mh/)
  - Information and resources on student mental health and wellness to local educational agencies, students, parents, and local and state mental health partners.

- **Comprehensive Sexual Health:** [https://www.cde.ca.gov/ls/he/se/](https://www.cde.ca.gov/ls/he/se/)
  - California Healthy Youth Act
  - HIV/Aids Prevention
  - Youth Risk Behavior Survey
  - School Health Profiles
Tobacco-Use Prevention Education (State Priorities 5 & 6)

1. Educational Resources
   a. California Healthy Kids Resource Center:
      http://californiahealthykids.net/#hero
   b. Stanford School of Medicine Tobacco Prevention Education Toolkit:
      http://med.stanford.edu/tobaccopreventiontoolkit.html
   c. Tobacco Free Laws Affecting Schools with FAQ:
      https://www.cde.ca.gov/ls/he/at/tobfreelaws.asp
2. Tobacco Use Prevention Education (TUPE) Coordinator
   a. County TUPE coordinator can provide technical assistance and resources:
      https://www.cde.ca.gov/ls/he/at/countycoordinators.asp

3. Support LEAs with tools to understand and inform school student TUPE
   a. California Student Tobacco Survey
   b. California Educator Tobacco Survey
Supporting Standards Implementation (4) (State Priorities 2, 4, 5, 6, 7, & 8)

EEED Listservs/Newsletters

• Professional Learning News: join-professional-learning-news@mlist.cde.ca.gov
• STEM Education: join-stem-education@mlist.cde.ca.gov
• Literacy: join-cde-literacy@mlist.cde.ca.gov
• History-Social Studies Listserv: join-history-social-science@mlist.cde.ca.gov
• World Language Teaching: join-world-language-teaching@mlist.cde.ca.gov
• Environmental Science Education: join-environmental-science-ed@mlist.cde.ca.gov
• Social Emotional Learning: join-sel-planning@mlist.cde.ca.gov
• Global Education Listserv: join-global-education@mlist.cde.ca.gov
Contact Information for the Educator Excellence and Equity Division

Educator Excellence and Equity Division
mainline: 916-323-6440

- Professional Learning Innovations Office | 916-323-6269
- Standards Implementation Support Office | 916-323-5847
- Teacher and Leader Policy Office | 916-445-7331
- School Health Office | 916-319-0914
- Tobacco-Use Prevention Office | 916-319-0193
Local Agency Systems Support Office

Planning Support for LEAs
Local Agency Systems Support Office

Purpose Statement

The purpose of the Local Agency Systems Support Office (LASSO) is to support LEAs in the development, implementation, and evaluation of LEA level and school level plans, including Local Control and Accountability Plans (LCAPs), the LCAP Federal Addendum (ESSA LEA plans) and the School Plan for Student Achievement (SPSA), that provide for and sustain the cycle of continuous improvement in conditions of learning, student outcomes, and engagement as articulated in the LCFF state priorities.
Technical Assistance and Support for LEAs

Training:

• LASSO provides training and guidance to all LEAs, but primarily to COEs

Ongoing Support:

• Tuesdays @ 2 Webinar Series

Policy and Guidance:

• LASSO, in collaboration with SBE staff, provides programmatic policy and guidance to the field related to implementation of LCFF and the LCAP.
LASSO provides the following tools and resources available to COEs and LEAs that may assist them with completing their LCAP:

• The LCAP template

• LCFF FAQs on the CDE web page [https://www.cde.ca.gov/fg/aa/lc/](https://www.cde.ca.gov/fg/aa/lc/)

• Presentations at various venues and webinars
Contact Information for the Local Agency Systems Support Office

LCFF@cde.ca.gov
916-319-0809
Expanded Learning Division
Vision Statement

California’s Expanded Learning programs are an integral part of young people’s education, engaging them in year-round learning opportunities that prepare them for college, career, and life.

http://www.caexpandedlearning.com
What is Expanded Learning?

Expanded Learning means learning programs that focus on developing the academic, social, emotional, and physical needs and interests of pupils through hands-on, engaging learning experiences.
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<th>Funding</th>
<th>Description</th>
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<td>ASES</td>
<td>After School Education and Safety</td>
<td><a href="https://www.cde.ca.gov/ls/ba/as/">https://www.cde.ca.gov/ls/ba/as/</a></td>
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<td>21&lt;sup&gt;st&lt;/sup&gt; CCLC</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; Century Community Learning Centers Program</td>
<td><a href="https://www.cde.ca.gov/ls/ba/cp/">https://www.cde.ca.gov/ls/ba/cp/</a></td>
</tr>
<tr>
<td>ASSETs</td>
<td>21&lt;sup&gt;st&lt;/sup&gt; Century High School After School Safety and Enrichment for Teens Program</td>
<td><a href="https://www.cde.ca.gov/ls/ba/cp/">https://www.cde.ca.gov/ls/ba/cp/</a></td>
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Available Funding (2)

ASES
- Result of the California 2002 voter-approved initiative, Proposition 49
- California Education Code (EC) 8482
- Grant Period: 3 Years
- State

21st CCLC ELEMENTARY/MIDDLE
- Every Student Succeeds Act Title 20 United States Code sections 7171-7176
- California EC 8484.7-8484.9
- Grant Period: 5 Years
- Federal

21st CCLC High School (ASSETs)
- Every Student Succeeds Act Title 20 United States Code sections 7171-7176
- California EC 8420 – 8428 and 8484.7-8484.9
- Grant Period: 5 Years
- Federal
System of Support for Expanded Learning

Provide a comprehensive and coordinated system of support and accountability to maintain and improve program quality while encouraging creativity and innovation in the field.

https://www.cde.ca.gov/ls/ba/cp/regntwrkcontacts.asp
System of Support for Expanded Learning (SSEL)

EXLD Staff
(includes all Consultants, Fiscal Analysts, Managers, and Admin Staff)

County Leads/Staff
(includes STEM Hub staff)

Contracted TA Providers
(CAN & ASAPconnect)
# System of Support
## Expanded Learning Teams
### As of 12/4/2018 (slide 1)

<table>
<thead>
<tr>
<th>Regions</th>
<th>CDE Education Programs Consultant</th>
<th>CDE Fiscal Analyst</th>
<th>SSEL Lead/Co-Lead/Team Member</th>
<th>County Office of Education</th>
<th>Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Kelly Faustino</td>
<td>Andrea Shumate</td>
<td>Bessie Glossenger</td>
<td>Mendocino County Office of Education</td>
<td>Del Norte, Humboldt, Lake, Mendocino, Sonoma</td>
</tr>
<tr>
<td>2</td>
<td>Josh Brady (Acting)</td>
<td>Teng Xiong</td>
<td>Gloria Halley</td>
<td>Butte County Office of Education</td>
<td>Butte, Glenn, Lassen, Modoc, Plumas, Shasta, Siskiyou, Tehama, Trinity</td>
</tr>
<tr>
<td>3</td>
<td>Onda Johnson (Acting)</td>
<td>Veronica Maestas</td>
<td>Monica Gonzalez-Williams, Mark Drewes</td>
<td>Sacramento County Office of Education</td>
<td>Alpine, Colusa, El Dorado, Nevada, Placer, Sacramento, Sierra, Sutter, Yolo, Yuba</td>
</tr>
</tbody>
</table>
### System of Support
### Expanded Learning Teams
### As of 12/4/2018 (slide 2)

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<thead>
<tr>
<th>Regions</th>
<th>CDE Education Programs Consultant</th>
<th>CDE Fiscal Analyst</th>
<th>SSEL Lead/Co-Lead/Team Member County Office of Education</th>
<th>Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>Jen Taylor</td>
<td>Deborah Denico</td>
<td>Mara Wold, Lety Gomez-Gong Monterey County Office of Education</td>
<td>Monterey, San Benito, Santa Clara, Santa Cruz</td>
</tr>
<tr>
<td>6</td>
<td>Kelly Faustino</td>
<td>Andrea Shumate</td>
<td>Danielle Jones Stanislaus County Office of Education</td>
<td>Amador, Calaveras, San Joaquin, Stanislaus, Tuolumne</td>
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## System of Support
### Expanded Learning Teams
**As of 12/4/2018 (slide 3)**

<table>
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<tr>
<th>Regions</th>
<th>CDE Education Programs Consultant</th>
<th>CDE Fiscal Analyst</th>
<th>SSEL Lead/Co-Lead/Team Member County Office of Education</th>
<th>Counties</th>
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<tbody>
<tr>
<td>7</td>
<td>Erin Koepke</td>
<td>Deborah Denico, Veronica Maestas</td>
<td>Josh Blecha Fresno County Office of Education</td>
<td>Fresno</td>
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<tr>
<td>7</td>
<td>Erin Koepke</td>
<td>Deborah Denico, Veronica Maestas</td>
<td>Sheilah Brooks Merced County Office of Education</td>
<td>Mariposa, Merced</td>
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<tr>
<td>7</td>
<td>Erin Koepke</td>
<td>Deborah Denico, Veronica Maestas</td>
<td>Virginia Sepeda Tulare County Office of Education</td>
<td>Kings, Madera, Tulare</td>
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<tr>
<td>8</td>
<td>Michael Funk (Acting)</td>
<td>Teng Xiong</td>
<td>Amy Cranston, Ernesto Duran Ventura County Office of Education</td>
<td>Kern, San Luis Obispo, Santa Barbara, Ventura</td>
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## System of Support
### Expanded Learning Teams
#### As of 12/4/2018 (1)

<table>
<thead>
<tr>
<th>Regions</th>
<th>CDE Education Programs Consultant</th>
<th>CDE Fiscal Analyst</th>
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<tr>
<td>9</td>
<td>Fred Buggs</td>
<td>Nora Reed</td>
<td>Brenda San Roman</td>
<td>Imperial County Office of Education</td>
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<td>Imperial</td>
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<tr>
<td>9</td>
<td>Fred Buggs</td>
<td>Nora Reed</td>
<td>Manny Mejia</td>
<td>Orange County Department of Education</td>
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<tr>
<td>9</td>
<td>Fred Buggs</td>
<td>Nora Reed</td>
<td>Liza Flowers</td>
<td>San Diego County Office of Education</td>
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<td>San Diego</td>
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System of Support
Expanded Learning Teams
As of 12/4/18 (2)

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<th>CDE Fiscal Analyst</th>
<th>SSEL Lead/Co-Lead/Team Member County Office of Education</th>
<th>Counties</th>
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<tbody>
<tr>
<td>10</td>
<td>Chris Breazeale</td>
<td>Paul Simpson-Jones</td>
<td>Allison Haynes Riverside County Office of Education</td>
<td>Mono, Riverside</td>
</tr>
<tr>
<td>10</td>
<td>Chris Breazeale</td>
<td>Paul Simpson-Jones</td>
<td>John Duran San Bernardino County Office of Education</td>
<td>San Bernardino</td>
</tr>
<tr>
<td>11</td>
<td>Onda Johnson (Acting)</td>
<td>Fred Sharp, Karissa Lujan</td>
<td>Mary Jo Ginty Los Angeles County Office of Education</td>
<td>Los Angeles</td>
</tr>
</tbody>
</table>
## Science, Technology, Engineering, Art, and Math (STEAM) Hubs

<table>
<thead>
<tr>
<th>Counties</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sacramento County Office of Education</td>
</tr>
<tr>
<td>Alameda County Office of Education</td>
</tr>
<tr>
<td>Monterey County Office of Education</td>
</tr>
<tr>
<td>Orange County Department of Education</td>
</tr>
<tr>
<td>San Diego County Office of Education</td>
</tr>
<tr>
<td>Fresno County Office of Education</td>
</tr>
<tr>
<td>Ventura County Office of Education</td>
</tr>
</tbody>
</table>
SSEL Ecosystem

- SSEL
- Other TA Providers
- Other Stakeholders
- School Districts & CBOs
- Students (and families)
- Programs
Types of Technical Assistance (TA)

• Universal: Intended for general audiences, open to any expanded learning program (EXLP)
  • This includes, but is not limited to, Quality Standards, statutory grant requirements (state and federal), and continuous quality program improvement.

• Targeted: Quality and/or compliance could be improved for a targeted group or subject.
  • This includes the grantee, EXLP Program Directors, EXLP Site Coordinators, and EXLPs receiving a federal program monitoring (FPM) visit, STEAM, Healthy Behaviors Initiative, etc.

• Critical: Providing TA to high need EXLPs.
  • At risk of losing funding and/or major compliance issues. In a situation that can be improved, but does not have the internal capacity to implement quality improvement without assistance.
Statewide TA and Evaluation Contracts

<table>
<thead>
<tr>
<th>Statewide Contractors</th>
</tr>
</thead>
<tbody>
<tr>
<td>California Afterschool Network</td>
</tr>
<tr>
<td>Foundation for California Community Colleges</td>
</tr>
<tr>
<td>ASAPConnect</td>
</tr>
<tr>
<td>Santa Clara County Office of Education</td>
</tr>
<tr>
<td>California Healthy Kids Survey</td>
</tr>
<tr>
<td>WestED Evaluation</td>
</tr>
</tbody>
</table>
Partners
Strategic Implementation 2.0 Plan & Current Committees

• Strategic Plan 2.0
• Policy Committee
• Inclusion in Expanded Learning Design Team

http://www.caexpandedlearning.com
Paving the Way for English Learner, Immigrant, and Migratory Students
The English Learning Support Division provides educational services and technical assistance to assist local educational agencies in ensuring all migratory, immigrant, and English learner students receive equitable access to a meaningful education.
Language Policy and Leadership Office

- Provides Title III Federal Funding to local educational agencies
- Facilitates research, policy and technical assistance regarding practices, program and services for English learners and immigrant students, their teachers and families
- Analyzes the impacts of laws that address English learner (EL) programs
- Participates in cross-division conversations regarding EL programs
Professional Learning Network and English Learner (EL) Resources

• Bilingual Coordinators’ Network
• CA Education for a Global Economy Initiative (CA Ed.G.E.)

Frequently Asked Questions

• English Language Development Standards
• English Learner Roadmap
EL Roadmap and the LCAP Crosswalk

EL Roadmap Principles:

1. Assets-Oriented and Needs-Responsive Schools
2. Intellectual Quality of Instruction and Meaningful Access
3. System Conditions that Support Effectiveness
4. Alignment and Articulation Within and Across Systems
Title III System of Support Tools

- Accountability Leadership Institute (ALI)
- Title III Resources
- Frequently Asked Questions (Title III)
- English Learner and Immigrant Student Subgrant Programs
Title III EL Specialists

11 County Leads provide support to Title III LEAs utilizing Improvement Science Cycle of Inquiry and tools.
# Metrics for Title III EL Specialists

<table>
<thead>
<tr>
<th>Quantitative</th>
<th>Qualitative</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of districts actively discussing English learners in the LCAP process and including Title III funds in their LCAPs/LCAP Addenda for each region</td>
<td>Description/Evidence of technical assistance provided to LEAs that supports the inclusion of English learners and Title III funds in the LCAP process and in their LCAPs/LCAP Addenda (i.e. guidance documents, PD, workshops for LEAs, data use/analysis tools, EL Roadmap training, etc.)</td>
</tr>
<tr>
<td>Number of quarterly and annual meetings attended (i.e. Title III EL Specialists, BCN, and ALI) in order to provide updates and disseminate information received throughout each region</td>
<td>Results of a COE Self-Reflection Survey identifying successes and barriers for providing district supports</td>
</tr>
<tr>
<td>Number of LEAs receiving Title III targeted assistance with EL outcomes for each region</td>
<td>Results of an LEA Title III Support Survey assessing the effectiveness of technical assistance provided</td>
</tr>
<tr>
<td>Number of meetings with COE staff to coordinate EL supports with other programs</td>
<td>Description of communication networks in place that ensure alignment with the larger System of Support (i.e. communication with County support teams, LEAs, other COE leaders, etc.)</td>
</tr>
</tbody>
</table>
Title III County Office of Education (COE) Liaison Agency

Communicates information between 11 service regions and other entities participating in the California Statewide System of Support

Title III LEAs
Migrant Education Office

- Provides Federal funds for Migratory Students and Out of School youth to receive educational and other support
- Provides guidance for the enhancement of programs that address the unique educational needs of migratory children
- Provides parent engagement opportunities
Migrant Program Planning, Implementation, and High Quality Instruction Resources

• California Migrant Education Program Profile
• State Service Delivery Plan (SSDP)
• Mini-Corps and Migrant Education Family Biliteracy Programs
• Migrant Education Portal
Migrant Community Engagement and Data Resources

• State Migrant Parent Conference and the State Parent Advisory Council (SPAC)
• Migrant Education Student Information Exchange (MSIX) Data Quality Grant
• 2018–19 Migrant Education Program On-site Instrument
Technical Assistance and Monitoring Office

• Provides oversight regarding the federal programs and services to English learner, immigrant, and Migrant students
• Provides technical assistance regarding program and fiscal requirements to local educational agencies
• Assists local educational agencies to resolve compliance
Technical Assistance Resources for English Learner, Immigrant, and Migrant Programs

• EL On-site and Online Program Instruments
• EL Federal Program Monitoring Training, Schedules, and Technical Support
• EL Parent Advisory Committee Guidance
English Learner Support Division

Contacts

Veronica Aguila, Director
Main Office Phone: 916-319-0938

Language Policy and Leadership Office
Main Office Phone: 916-319-0845
Elena Fajardo, Administrator

Migrant Education Office
Main Office Phone: 916-319-0851
Celina Torres, Administrator

Technical Assistance and Monitoring Office
Main Office Phone: 916-319-0845
Theresa Hawk, Administrator

Systems of Support Title III EL Specialist Leads Consultant
Sandra Covarrubias, Educational Programs Consultant,
Language Policy and Leadership Office

scovarrubias@cde.ca.gov
916-319-0267
Curriculum Frameworks & Instructional Resources Division
What Research Tells Us…

Student engagement is a primary predictor of academic, behavioral, and social and emotional success. Studies conducted in classrooms to better understand student engagement revealed that when students perceive lessons as ineffective and irrelevant to their future goals, they experience negative changes in motivation, interest, and confidence resulting in academic disengagement.

(Midgley, 1993; Shernoff, Csikszentmihalyi, Schneider, & Shernoff, 2003; Wang & Eccles, 2013)
Instructional Activities Affect Student Engagement and Motivation

“Instructional activities directly influence students’ interest in and engagement with schoolwork and ultimately affect the formation of their future goals” (Shernoff et al., 2000, p. 141)
“Information for improving student academic achievement of content standards by communicating policy and expectations and supporting districts by providing instructional guidance.”

https://www.cde.ca.gov/ci/
California’s Curriculum Frameworks
https://www.cde.ca.gov/ci/cr/cf/allfwks.asp

If the student achievement of state standards is the “What”, then California’s Curriculum Framework documents provide the “How.”

Curriculum Frameworks are guidance documents that provide classroom examples and research-based strategies that are developmentally appropriate and culturally relevant for teachers to consider when planning standards-based lessons.
California’s Curriculum Frameworks

The development of each Curriculum Framework is guided by the state-adopted standards, state statues, and guidelines provided by the State Board of Education and are developed in a public and transparent process.

Content experts from the field are appointed by the State Board of Education to participate in the revision and writing of each Curriculum Framework.
General Structure of California’s Curriculum Frameworks

• General Guidance and Introductory Chapters
• Instructional Guidance (Grade Levels TK-12 or K-12)
• Supplementary Instructional Chapters (Assessment, Examples of Standards-Based Instruction)
• Access and Equity Chapter (Designing instruction that is accessible for each and every student)
• Chapter with Guidance Specific for Publishing Companies (State Adopted Instructional Materials Aligned to State Standards and Curriculum Framework)
How can Schools use California’s Curriculum Frameworks to Deepen Student Learning? (1)

• Professional Development Content for Teachers and Administrators *(All Chapters)*
• Guidance and New Ideas for Lesson and Unit Planning *(Instructional and Supplementary Instructional Chapters)*
• Scheduling decisions by administrators *(General Guidance and Introductory Chapters)*
• Teacher Performance Evaluation Criteria *(Instructional Chapters)*
How can Schools use California’s Curriculum Frameworks to Deepen Student Learning? (2)

• Use Evidence-Based Strategies to increase accessibility for each and every student (*Instructional Chapters and Access & Equity Chapter*)

• Develop deeper level of understanding of the unique challenges California’s diverse students face, the impact of these challenges on their academic achievement, and how schools can support individual student success given these challenges (*Access & Equity Chapter*)

• Description of current California *Education Code* statutes that affect instruction in California’s schools (*All Chapters*)
Curriculum Frameworks & Instructional Resources Division Contact

Stephanie Gregson, Ed.D.
Director

Contact Information

CFIRD@cde.ca.gov
916-319-0881
College and Career Transition Division
All students will have access to a well-rounded education that provides them with the opportunity to explore their interests and abilities so they may develop the knowledge and workplace skills necessary to live a productive and personally fulfilling life.
High-level Technical Assistance and Support Offered to all LEAs

The Career and College Transition Division provides training and technical assistance in relation to career technical education (CTE).

• CTE Model Curriculum Standards
• Standards for Career Ready Practice
• Workforce Development
• Postsecondary options
• Collaboration with Community College Chancellors Office
Funding Available to All LEAs (1)

Career Technical Education (CTE) funding:

- Federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V)
- CTE Incentive Grants
- Specialized Secondary Programs
- California Partnership Academies
- Agriculture CTE Incentive Grants
- Health Science Capacity Grants
- Middle School Capacity Grants
- Pre-Apprenticeship Pathways
Funding Available to All LEAs (2)

Adult Education funding:
  • Federal Workforce Innovation and Opportunity Act
  • Adult Education Block Grants
Available Resources
Career and College Transition Division

• California Career Resource Network (CalCRN)
  • California Career Center
  • California CareerZone
  • Career and College Readiness Lesson Plans
  • Career Surfer Mobile Application

• CTE Online
  • Curriculum
  • Lesson Plans
  • Information on all things CTE

• CTE Teach
  • Early Induction
  • Professional Development

• Annual Educating for Careers Conference
Available Supports

Training and Technical Assistance to new and existing contracting agencies throughout the State to support administrative, programmatic, and fiscal tasks that are required for program compliance.

- Continuous Quality Improvement
- Professional communication, presence, and commitment when in the field or from the office
- CTE Leadership Development
- Strength based approach and partnership with field and colleagues
- Conduct follow up visits and monitoring reviews
- Standardize Procedures & Policies
- Regional and/or web based trainings to contractors
- Update and standardize protocol for business operations
Contract Monitoring and Support

Program Support

- Contract Requirement Questions
- Minimum Day of Operation Changes
- Program Narrative Changes
- Complaints
- Program Self Evaluation (PSE)
- Approvals
- Voluntary Temporary Transfers
  - Established Local Agreement Request
- Emergency Closures
- Waivers – Staffing and Priority

Monitoring Reviews

Federal Program Monitoring
- On-site and Online

Contract Monitoring Reviews (CMR) Follow-ups
- Local Education Agencies
- Non-local education agencies

Error Rate Reviews
- Improper Payments Elimination and Recovery Act (IPERA)
- Legislature Report

Training and Technical Assistance

- California Child Development
- Administrators Association (CCDAA)
- California Alternative Payment
- Program Association (CAPPA)
- Regional
- County
- Clusters
- One-on-one
- Various Topics
Contact Information for the Career and College Transition Division

Donna Wyatt
dwyatt@cde.ca.gov
916-445-2652
Conclusion

✓ Provided an Overview of California’s System of Support
✓ Knowledgeable about various types of Level 1 supports and technical assistance opportunities available to LEAs and schools
✓ Provided with contact information for multiple divisions within the California Department of Education
✓ California’s System of Support - Support for All PowerPoint will be available at https://www.cde.ca.gov/sp/sw/t1/csss.asp
Thank you for participating in today’s Webinar.