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

## 2019 Annual Report to the Legislature, Department of Finance, State Board of Education, and the Legislative Analyst’s Office



**Prepared by the**

**Educator Excellence and Equity Division**

**Equity and Access Branch**

**California Department of Education**

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*Description*: 2018–19 Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant: Annual Report for (1) Scaling Up Multi-Tiered System of Supports in California Grant, and (2) Fostering a Positive School Climate Grant

*Authority*: Assembly Bill 104 (Chapter 13, Statutes of 2015), amended by Senate Bill 828 (Chapter 29, Statutes of 2016), and AB 1808 (Chapter 32, Statutes of 2018)

*Recipients*: Legislature, Department of Finance, State Board of Education, and the Legislative Analyst’s Office

*Due Date*: Annually on September 30 until grant funds are expended

## California Department of Education Report to the Legislature, Department of Finance, State Board of Education, and the Legislative Analyst’s Office

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## California Department of Education

## Report to the Legislature, Department of Finance, State Board of Education, and the Legislative Analyst’s Office

**The Developing, Aligning, and Improving Systems of Academic and Behavioral Supports Grant** **2019 Annual Report to the Legislature**

### Executive Summary

This report is required by Section 57 of the Budget Act of 2015 (Assembly Bill 104, Chapter 13, Statutes of 2015) and amended by Section 48 of the Budget Act of 2016 (Senate Bill 828, Chapter 29, Statutes of 2016) as well as AB 1808 (Chapter 32, Statutes of 2018). The Budget Act of 2015 appropriated $10 million for a competitive grant requiring the grantee to provide technical assistance and develop and disseminate statewide resources. The purpose of the technical assistance and resources is to encourage and assist local educational agencies and charter schools in establishing and aligning schoolwide, data-driven systems of learning and behavioral supports to meet the needs of California’s diverse learners in the most inclusive environments possible. The Orange County Department of Education (OCDE) was awarded the **Developing, Aligning, and Improving Systems of Academic and Behavioral Supports (ISABS): Scaling Up Multi-Tiered System of Supports in California grant**. The Budget Act of 2016 augmented the original appropriation with an additional $20 million.

Additionally, AB 1808 (Chapter 32, Statutes of 2018) established an additional component of the ISABS, which focuses specifically on fostering a positive school climate. The Budget Act of 2018 appropriated $15 million for this purpose. The purpose of this work is to expand restorative justice, bullying prevention, positive behavior interventions, and minimize the use of emergency interventions.

This report provides an overview of the ISABS grant reporting requirements; a summary of the ISABS 2019 annual reports in their original form, as provided to the State Superintendent of Public Instruction (SSPI) by the OCDE; and a link to the full ISABS 2018–19 annual reports (*ISABS: Scaling Up Multi-Tiered System of Supports in California [Year Four]* and *ISABS: Fostering a Positive School Climate [Year 1])* in their original form, as submitted to the SSPI by the OCDE.

If you have any questions regarding this report or would like to request a hard copy, please contact Julia Agostinelli, Education Programs Consultant, Educator Excellence and Equity Division, by phone at 916-322-9503 or by email at JAgostinelli@cde.ca.gov.

You can find this report at the California Department of Education Multi-Tiered System of Support web page at <https://www.cde.ca.gov/ci/cr/ri/>. The OCDE’s annual reports are available on the OCDE California SUMS Initiative web page at <http://www.ocde.us/MTSS/Pages/California_SUMS_Initiative.aspx>.

### Legislative Reporting Requirements

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

In 2016, the California Department of Education (CDE) selected the Orange County Department of Education (OCDE) as the recipient of the ISABS grant through a competitive grant process for their Scale-Up Multi-Tiered System of Support (MTSS) Statewide Initiative (also known as the CA SUMS Initiative). The OCDE subcontracted with (1) the Butte County Office of Education (BCOE) for rural representation and partnership in planning and conducting grant activities, and (2) the Schoolwide Integrated Framework for Transformation (SWIFT) Technical Assistance Center at the University of Kansas to provide TA and professional learning opportunities to participating LEAs.

Additionally, AB 1808 (Chapter 32, Statutes of 2018) established an additional component of the ISABS, which required OCDE and BCOE to contract with a California postsecondary educational institution to expand the state’s MTSS framework to foster a positive school climate in both academic and behavioral areas including, but not limited to, positive behavior interventions and support, minimizing the use of emergency interventions, restorative justice, bullying prevention, social and emotional learning, trauma-informed practice, and cultural competency. The Budget Act of 2018 appropriated $15 million for this purpose.

In 2018, the OCDE and BCOE partnered with the University of California, Los Angeles (UCLA) Center for the Transformation of Schools (CTS) to expand the state's MTSS framework, with an emphasis on promoting positive school climates.

The CDE’s role is limited to conducting the award process, distributing funding, and providing technical oversight of the items contained within the Request for Applications document.

Both AB 104 (Chapter 13, Statutes of 2015) and AB 1808 (Chapter 32, Statutes of 2018) require that the grantee provide the following information on an annual basis:

*Each annual report shall include all of the following:*

*(1) A summary of the activities conducted and resources developed.*

*(2) The number of local educational agencies, educators, and pupils served by the activities and resources.*

*(3) A description of effective evidence-based strategies identified for implementing the practices described in subdivision (c).*

*(4) A summary of any data that is available on outcomes resulting from the activities conducted, including any data reported by local educational agencies*

*(5) Recommendations for improving state-level activities or policies.*

### Summary of How Legislative Requirements Were Met

The OCDE provided the 2018–19 ISABS Annual Report to the State Superintendent of Public Instruction (SSPI) on September 30, 2019. This document is posted on the OCDE California SUMS Initiative web page at <http://www.ocde.us/MTSS/Pages/California_SUMS_Initiative.aspx>.

Included in this Legislative Report is the grantee’s high-level summary (italicized below and edited only for CDE correspondence requirements) obtained from the grantee’s annual reports provided to the SSPI, which describes the use of grant funds during the 2018–19 fiscal year.

### Developing, Aligning, and Improving Systems of Academic and Behavioral Supports: Scaling Up Multi-Tiered System of Supports in California (Year 4)

#### **(Year 4) Activities Conducted and Resources Developed**

* + *A four-tiered network of coaches and trainers to provide professional learning and TA to LEAs and charter schools.*
	+ *A customized professional learning series based on SWIFT Center’s five evidence-based domains and national TA model.*
	+ *Evidence-based evaluation tools LEAs and schools can use to monitor progress and measure the effectiveness of their implementation.*
	+ *Regional and statewide conferences to provide educators with the latest research-based practices to scale up a MTSS.*
	+ *An online portal to collect and disseminate evidence-based best practices and training modules.*
	+ *Competitive startup sub-grants for LEA and school personnel to attend trainings and conferences.*

#### **(Year 4) Number of Local Educational Agencies, Educators, and Pupils Served**

* + *Over 1,700 educators representing schools, districts, counties, regions and the State Leadership Team attended the Training Series.*
	+ *These educators could potentially serve 1,496,374 pupils.*
	+ *Over 3,000 educators from across the state attended the Professional Learning Institute in July 2019.*

#### **(Year 4) Description of Strategies Identified**

* + *Objective 1: Existing evidence-based resources have been identified.*
	+ *Objective 2: Professional learning activities have been identified, developed, and implemented.*
	+ *Objective 3: Other efforts currently available at the state, federal, and local levels have been identified.*
	+ *Objective 4: New evidence-based resources and activities have been developed.*
	+ *Objective 5: County offices of education leading local communities of practice via web tools or in-person networks.*
	+ *Objective 6: A tool to capture qualitative information regarding LEAs’ MTSS implementation policies and processes has been developed and implemented.*

#### **(Year 4) Outcome Data**

* + *An average of 34 hours of TA was provided to LEAs and focused on Coaching and Facilitation, and Priority and Practice with more intensive support.*
	+ *LEA Self-Assessment results show that LEAs are in the Installing and Implementing stages.*
	+ *SWIFT-Fidelity Integrity Assessment results show sites improved implementation in all SWIFT Domains and overall.*
	+ *SWIFT-Fidelity Integrity Assessment results show sites are strongest in the domains of Administrative Leadership and Family and Community Engagement.*
	+ *LEAs’ qualitative reports illustrate their process and progress in implementing, integrating, and scaling up their MTSS supports.*
	+ *Follow-up results for Cohorts One and Two and preliminary results for Cohort Three have been collected and reported.*

#### **(Year 4) Recommendations for Improving State-level Activities or Policies**

* + *Recommend funding be continued to support site implementation of MTSS (e.g., coaching for site leadership teams and extra pay/sub release time for teacher training).*
	+ *Recommend inclusion of SWIFT-Fidelity Integrity Assessment and LEA Self-Assessment as district and school site self-assessments to report as local indicators on the California School Dashboard.*

### Developing, Aligning, and Improving Systems of Academic and Behavioral Supports: Fostering a Positive School Climate (Year 1)

#### **(Year 1) Activities Conducted and Resources Developed**

**Established Executive Leadership Team**

*The OCDE, jointly with the BCOE, and in consultation with the Executive Director of the State Board of Education, selected the UCLA-CTS as the postsecondary educational institution partner.*

**Developed Plan of Action**

*The plan of action co-designed by CTS with the OCDE and BCOE is based upon a theory of action connecting evidence-based, positive approaches to school discipline to ongoing efforts to address the educational needs of students.*

**Established a Design Team**

*A Design Team was established to design the evidence-based curriculum for schools to enhance the ability of educators to utilize strategies that are culturally relevant, responsive, and appropriate for understanding and addressing classroom/school behaviors that undermine or disrupt the learning environment.*

**Established an Advisory Committee**

*The Advisory Committee provides feedback to the Design Team and the Executive Leadership Team on curriculum and training.*

#### **(Year 1) Number of Local Educational Agencies, Educators, and**

#### **Pupils Served**

*One school district from each Geographic Area* (geographic regions of the State System of Support) *has been selected and their first convening occurred on October 2–3, 2019, in Sacramento, California. Setting the terms of the memorandum of understanding and obtaining a commitment from each district are currently in progress. Each school district will then identify two schools that will participate with them in the pilot program (14 schools total). Participation for the schools will also be voluntary.*

#### **(Year 1) Description of Strategies Identified**

*As per the legislation, evidence-based resources and activities, professional development activities, and any other efforts currently available at the state, federal, and local levels, designed to help LEAs across the state to create a positive school climate shall be informed by the results of the pilot program.*

#### **(Year 1) Outcome Data**

*Multiple measures will assess the sites’ ability to implement a school culture/climate training based on the California MTSS framework and show positive student outcomes over time.*

* *Schoolwide Implementation Tool-self-assessment used by School Leadership Teams to examine the current status in addressing the four domains necessary for schools to improve their climate and cultures.*
* *SWIFT-Fidelity Integrity Assessment-self-assessment used by School Leadership Teams to examine the current status of schoolwide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community.*
* *Reports of school sites’ progress in fostering positive school climate and conditions, improving pupil-teacher relationships, increasing pupil engagement, and promoting alternative discipline practices.*

*Student outcomes will include changes in rates of suspensions or expulsions, discipline referrals, referrals to special education, pupil attendance, incidents of bullying or harassment, graduation rates, dropout rates, and measures of pupil academic achievement.*

#### **(Year 1) Recommendations for Improving State-level Activities or Policies**

*The ISABS Initiative in Phase One determined that successfully establishing and maintaining a coherent system of education delivered through an MTSS framework is necessary to align the many educational systems and services that remain uncoordinated. This in turn highlights the need for an understanding of the MTSS framework and a local school and school district culture of collaboration and coordination to effectively identify where gaps exist and how to bridge them. These can be* [addressed] *by providing additional supports such as coaching for site leadership teams and extra pay/sub release time for teachers to attend training. Therefore, it is recommended that funding be continued to provide supports that facilitate sites’ MTSS implementation efforts.*