

Aligning State Initiatives

SUPPORTING ENGLISH LEARNERS WITH DISABILITIES SYMPOSIUM

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Aligning Initiatives

- Blueprint 2.0
- Every Student Succeeds Act (ESSA)
- Advisory Task Force on Accountability and Continuous Improvement
- Local Control Accountability Plan (LCAP) Support Team
- State Systemic Improvement Plan
- Continuous Work on the Special Education Task Force Priorities



California Department of Education (CDE) Mission

California will provide a world-class education for all students, from early childhood to adulthood. The Department of Education serves our state by innovating and collaborating with educators, schools, parents, and community partners. Together, as a team, we prepare students to live, work, and thrive in a multicultural, multilingual, and highly connected world.



Guiding Principles

- *Meaningful learning*
- *Whole Child*
- *Community engagement*
- *Collaboration and coherence*
- *Creativity and flexibility*
- *Transparency*
- *Multiple measures*
- *Trust and responsibility*
- *Reciprocity and subsidiarity*
- *Equity*





A BLUEPRINT FOR GREAT SCHOOLS

VERSION 2.0

TOM TORLAKSON
State Superintendent of Public Instruction
California Department of Education
2015

Blueprint 2.0 Planning Team



What is Blueprint 2.0?

Building on **existing**
policy
platforms...creating an
action planning
framework.





A BLUEPRINT FOR GREAT SCHOOLS

TRANSITION ADVISORY TEAM REPORT



Strategic Priority Areas

1. California Standards
2. Teaching and Leading Excellence
3. Student Success
4. Systems Change and Supports for Strategic Priorities
5. Continuous Improvement and Accountability Systems



1. California Standards

Key Action Areas:

- ✓ **Communicate** California's vision for our children's education and for the continuous improvement of California Standards, done deliberately and thoughtfully
- ✓ **Build CDE capacity** to support high-quality standards implementation – create the CDE California Standards Support Office
- ✓ Continue the development and strengthening of **strong broad-based coalitions of support** that build California's capacity to develop and implement high-quality standards.



2. Teaching and Leading Excellence

Key Action Areas:

- ✓ Utilize and continuously improve *Greatness by Design*
- ✓ Revitalize California's professional learning systems
- ✓ Address the impending teacher and school principal shortage
- ✓ Develop, promote, and disseminate effective forms of Labor-Management Collaboration
- ✓ Recognize and support the essential role that classified staff play in providing a world-class education for all California students.



3. Student Success

Key priority action areas include:

- ✓ Effective student, family, and community **engagement strategies** in all relevant areas of CDE activity.
- ✓ Implement high-priority elements of the CDE **Whole Child Integrated Action Team Strategic Plan**.
- ✓ Support the adoption of key policies promulgated by the **California Comprehensive Early Learning Plan (CCELP)**. Innovative partnerships to communicate to families the importance of early brain development.
- ✓ Continue to build **statewide Expanded Learning capacity**.
- ✓ Support implementation of the Statewide Task Force on Special Education's recommendations **for one coherent system of education serving all students**.
- ✓ Meet the needs of **English learners** by establishing an English learning master plan and enacting the English Language Development Standards Implementation Plan.



4. Systems Change and Supports for Strategic Priorities

Key Priority Action Areas Include:

- ✓ Comprehensive funding and resources
- ✓ California Collaborative for Educational Excellence
- ✓ Communications, Data Systems, Online Resource Exchange and Knowledge Dissemination



5. Continuous Improvement and Accountability Systems

Key priority action areas include:

- ✓ Continue to accelerate California's accountability shift to a system of continuous improvement that actively supports the forward progress of every student.
- ✓ Provide support to districts and LEAs for the development and implementation of their LCAPs.
- ✓ Continue to develop robust data systems to guide diagnosis of local strengths and weaknesses and to identify strategies and practices to support improved performance.
- ✓ Develop strong coalitions of support for accountability systems changes.



Every Student Succeeds Act (ESSA)

- Reauthorizes the 50-year-old Elementary and Secondary Education Act and replaces the No Child Left Behind Act.
- Redefines the federal role in education by enhancing the authority of states and local educational agencies to allow flexibility in...
 - ✓ Title I assessment and accountability,
 - ✓ Title II professional development,
 - ✓ Title III English learners and immigrant students, and
 - ✓ Title IV 21st Century Schools.
- California must submit an ESSA State Plan to the U.S. Department of Education.
 - ✓ The State Plan describes the State's implementation of standards, assessment, accountability, and assistance programs and will be submitted for State Board of Education approval.



For more information, visit the CDE ESSA resources web page at <http://www.cde.ca.gov/re/es/>.

Task Force on Accountability and Continuous Improvement

Advisory Task Force on Accountability and Continuous Improvement:

- **Purpose:** Advise CDE, the State Board of Education and the state legislature on recommendations and help develop a written report for a new California system of public education accountability and continuous improvement.
- **Team of Education Leaders:** Co-chaired by Wes Smith, Association of California School Administrators, Executive Director, and Eric Heins, California Teachers Association, President and 25+ key education leaders throughout California.
- For more details visit <http://cdefoundation.org/what-we-do/accountability-and-continuous-improvement-task-force/>

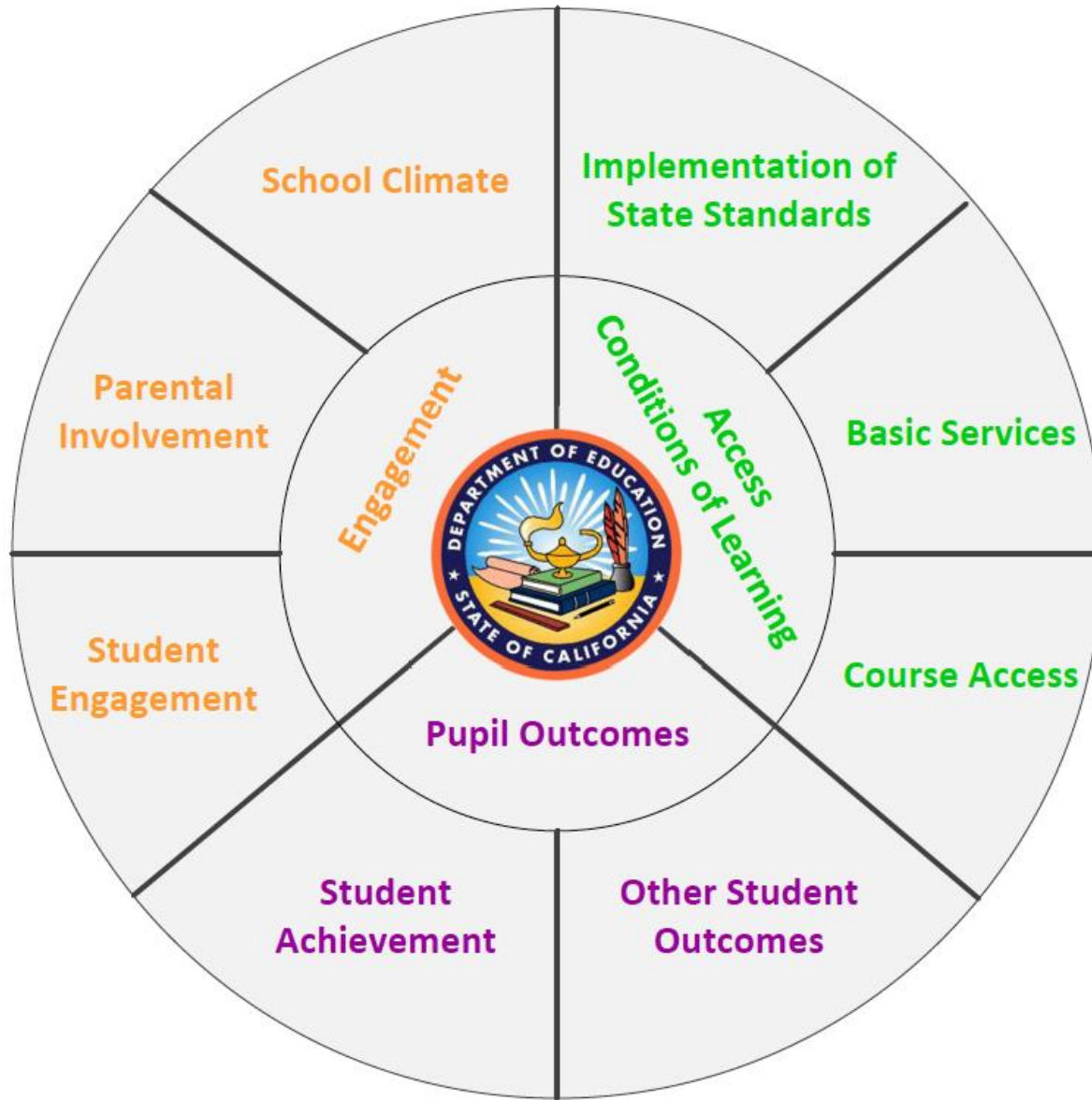


The LCAP Support Team

- **Vision:** An internal multi-disciplinary, multi-division CDE team effectively supporting the success of local education agencies through outstanding LCAP development and implementation.
- **Primary Mandate/Charter:** Implement Blueprint Recommendations 4.2 and 5.10:
 - ✓ 4.2: “Provide support to districts and LEAs for the development and implementation of their LCAPs.”
 - ✓ 5.10: “Provide high-quality information and communications support around local control funding formula (LCFF) and LCAP issues and promising approaches directly and through the development and support of distributed and peer networks.”



CA State LCFF Priorities



Fed Title I, SSIP, Title III Alignment

CDE LCAP Support Team

County Offices

LCFF State Priorities

County Offices

Local Control and Accountability Plan



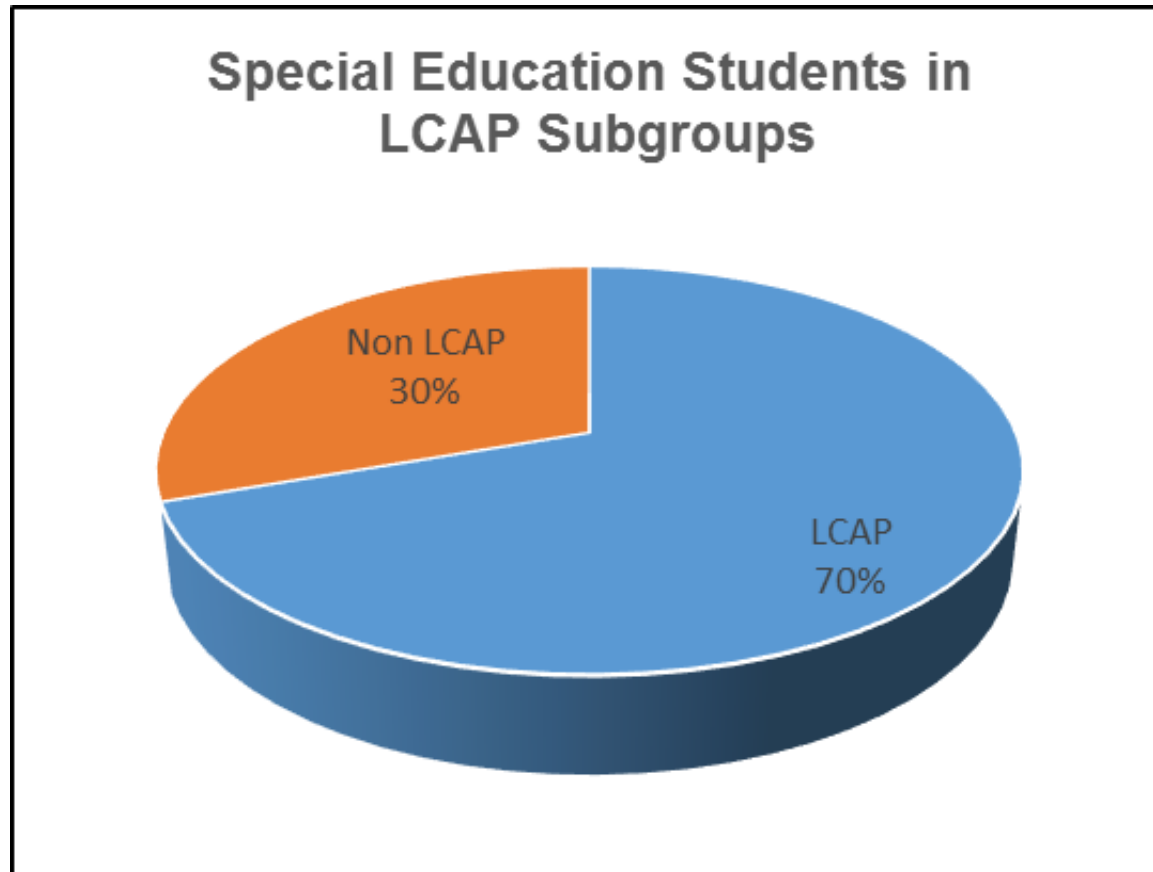
Special Education Representation

LCAP: Students with disabilities comprise 10.9 percent of the entire student population and comprise a significantly larger percentage of students in the LCFF targeted student subgroups.

- ✓ 15 percent of students eligible for free and reduced price meals,
- ✓ 21 percent of English Learners,
- ✓ 25 percent of foster youth are students with disabilities,
- ✓ 70 percent of all students with disabilities are in one or more of the three LCFF-targeted subgroups.



Special Education Representation



N=645,094

Data source: CASEMIS 2015-16



One Coherent System

For far too long, students with disabilities have been educated separately, creating enormous disparities and irreparable harm. ...Recognizing that all students are general education student first, requires a system overhaul...

--Dr. Mike Kirst, President, CA State Board of Education

Making sure that these cherished youngsters are welcomed and educated in one, coherent school system is a genuine "civil rights" issue that should command the attention of all state leaders. --Dr. Carl Cohn, Executive Director, CA Collaborative for Educational Excellence

One coherent system supports each child as a general education student first. Every student in California deserves an inclusive learning environment that fosters the development of her/his unique abilities, contributions, and strengths. We have a responsibility to demand nothing less. --Niki Sandoval, Member, State Board of Education



State Systemic Improvement Plan (SSIP)

In 2014, the U.S. Secretary of Education announced that...

“Each State will be required to develop a SSIP. In developing the SSIP, States must

- ✓ use data to identify gaps in student performance,*
- ✓ analyze State systems,*
- ✓ implement targeted, evidence-based reforms to address the gaps.*

It is critical for a State to develop the SSIP in a manner that is aligned with the State’s existing improvement initiatives and reform efforts.”



CA SSIP* Contents

- Section A -Infrastructure development to support LCFF and the LCAP
- Section B1 -Scale up of contractor resources, data systems, and LEA communications
- Section B2 -Implementation Steps Data communications
- Identification for tiered supports
- Section C -Evaluation Activities Collecting process evaluation information
- Collection of outcome data
- Collaborative evaluation with stakeholders



*SBE Item 20. (March 2016). Indicator 17 of the State Performance Plan and Annual Performance Report for Special Education: State Systemic Improvement Plan (<http://www.cde.ca.gov/be/ag/ag/yr16/agenda201603.asp>)

State Systemic Improvement Plan

A 6-Year Plan, Activities by 3 Phases

Year 1 - FFY 2013 Delivered by Feb 2015	Year 2 - FFY 2014 Delivered by Feb 2016	Years 3-6 FFY 2015-18 Feb 2017- Feb 2020
<p>Phase I</p> <p>Analysis of Data and Identification of Evidence-based Practices</p>	<p>Phase II</p> <p>Implementation Plan</p>	<p>Phase III</p> <p>Implementation and Evaluation</p>
<ul style="list-style-type: none"> • Data Analysis • Analysis of State Infrastructure • State-identified Measurable Results • Selection of Coherent Improvement Strategies • Theory of Action 	<ul style="list-style-type: none"> • Infrastructure Development • Support for LEA Implementation of Evidence-Based Practices • Evaluation. 	<ul style="list-style-type: none"> • Results of Ongoing Evaluation • Extent of Progress • Revisions to the SPP

CA SSIP Tiered Systems of Support



Tier I

Foundational resources available to all LEAs
Effective and evidence-based resources aligned to the CA State Standards CCSS instructional and behavioral resources through webinars, state sponsored training, and professional development modules

Tier I

- Available for all LEAs
- Advice Lines
- Links to resources
- Referrals to experts and materials
- Self Assessment Tools based on evidence based practices
- Webinars
- Communities of Practice



Tier II

Self-Selected
for technical
assistance

Improvement
supports and
technical
assistance

CDE supports
and contractors
assist

Tier II

- Identified by SSIP rubrics
- Referral by COE or CCEE
- Resources of Tier I
- Specialty Community of Practice
- Guided Self Assessment and Improvement Plan Development
- Expert support for implementation
- Data based evaluation required



Tier III

- Identified by SSIP rubrics
- Referral by CDE, County Office of Education or California Collaborative for Educational Excellence CDE for improvement planning
- Special conditions on LEA grant related to conducting and implementing improvement process
- Content experts will partner with CDE staff to facilitate district assessment and improvement planning
- Increased data collection and reporting requirements related to plan evaluations

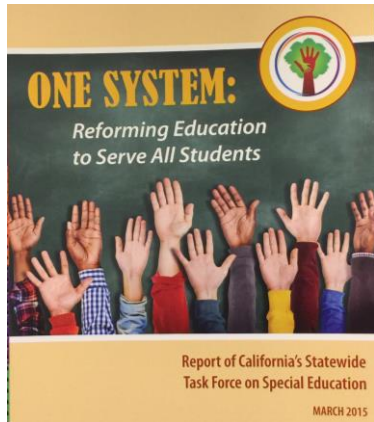
Selected by
CDE or by
referral process
Onsite visits
Improvement
Process

Tier III



Special Education Task Force Priorities

Special Education Task Force – Recommendations
Focus on Seven Areas:

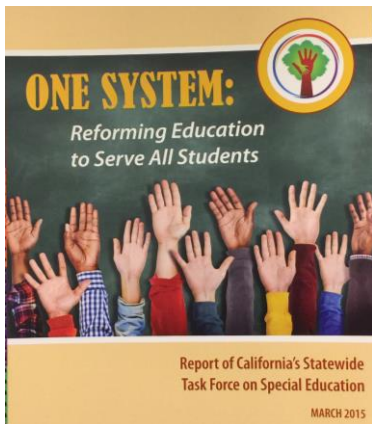


- ✓ early learning;
- ✓ evidence-based school and classroom practices;
- ✓ educator preparation and professional learning;
- ✓ assessment;



Special Education Task Force Priorities

Special Education Task Force – Recommendations
contd:



- ✓ accountability;
- ✓ family and student engagement; and
- ✓ special education financing.



Blueprint 2.0: Following Through

- Creation of an internal Blueprint 2.0 “3.1” – One System – Special Education Task Force Recommendations Ad Hoc Work Group to:
 - ✓ analyze the Special Education Task Force Report recommendations,
 - ✓ discuss how CDE, as a whole, supports the recommendations,
 - ✓ better support a unified education system in which all children, including students with disabilities, are considered general education students first.
- Continuous work on Special Education Task Force priorities



Questions?

