Aligning State Initiatives: Moving Together Towards One System

California Association for Bilingual Education Conference
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California Department of Education
Building

Building a plane in the air...

https://youtu.be/L2zqTYgcpfg
Making it Real

A Glance at California’s Student Landscape

What Has Been in the Works:

✓ Integration of Multiple Plans/Initiatives
✓ Accountability and Continuous Improvement Task Force
✓ The Statewide Special Education Task Force Report
✓ Linking Continuous Improvement to the Whole Child

Moving Forward - Making it Real:

✓ English Learner Support and Special Education Divisions Collaboration Project
✓ What is the LCAP Support Team?
✓ What is the One System Action Team (OSAT)?
✓ OSAT – LCAP Support Team Alignment
✓ What you can do…
A Glance at California’s Student Landscape
English learners are a significant portion of California public school students:

- 1,373,724 English learners constitute 22.1% of the total enrollment in California public schools.
- 2,664,921 students (English Learners and Fluent English Proficient) speak a language other than English in their homes. This number represents about 42.8% of the state's public school enrollment.
- The majority of English learners (73%) are enrolled in the elementary grades, kindergarten through grade six.
Foster Youth

- There are about 70,000 foster youth in California public schools.
- Foster students scored lower on the tests in English language arts/literacy and mathematics.
- The percentage of foster students achieving at the lower score levels was significantly higher.
  - For English language arts, 56.2% of foster students did not meet standards (compared to 30.5% for non-foster students).
  - For mathematics, 64% of foster students did not meet standards (compared to 37.3% for non-foster students).
- The reports can be viewed on DataQuest ([http://dq.cde.ca.gov/dataquest/](http://dq.cde.ca.gov/dataquest/)) by selecting “foster” under the Student Demographics heading.
Free or Reduced Price Meals

Of the Enrollment (K-12), a total unduplicated count of students who meet household income or categorical eligibility criteria for Free or Reduced Price Meals (FRPM) based on one or more of the following reasons:

- applying for the National School Lunch Program (NSLP);
- submitting alternative household income forms;
- student homeless or migrant statuses;
- being "directly certified" as participating in California's food stamp or CalWORKs programs
- being identified through the Foster Matching process or matched by the LEA through the CALPADS online match process as being in Foster Placement or Foster Family Maintenance on Census day.

- Over 3 million enrolled students (59% of the K-12 student population) ages 5-17 are eligible for FRPM

For more information see the CDE Student Poverty FRPM Data Link at http://www.cde.ca.gov/ds/sd/sd/filessp.asp
Special Education Representation

Local Control Accountability Plan: Students with disabilities comprise 10.9% of the entire student population and comprise a significantly larger percentage of students in the LCFF targeted student subgroups.

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

Free and Reduced Priced Meals
- Without IEPs: 85%
- With IEPs: 15%

English Learners
- Without IEPs: 79%
- With IEPs: 21%

Foster Children
- Without IEPs: 75%
- With IEPs: 25%

Percentage of Students with IEPs for all Populations: 10.9%
What Has Been in the Works
Integration of Multiple Plans/Initiatives

- Blueprint 2.0
- Every Student Succeeds Act (ESSA)
- New Accountability and Continuous Improvement Systems
- Local Control Accountability Plan (LCAP) Support Team
- State Systemic Improvement Plan (SSIP)
- The Whole Child Community Schools Strategic (WCCS) Plan
Integration of Multiple Plans/Initiatives Cont’d

- ELA/ELD and Mathematics Frameworks
- Greatness by Design
- The Statewide Special Education Task Force (SSETF) Report
- CDE Internal Ad Hoc Work Group Report on the SSETF Recommendations
- California Scale Up Multi-tiered System of Supports (MTSS) Statewide (SUMS) Initiative
- California Comprehensive Early Learning Plan (CCELP)
Recommendations Focus on Seven Areas:

- early learning
- evidence-based school and classroom practices
- educator preparation and professional learning
- assessment
- accountability;
- family and student engagement
- special education financing
Task Force convened by the SPI included broad and diverse representation from throughout the state.

Recommendations presented to the State Board of Education on May 11, 2016.

In order to realize the full potential of the LCFF, the recommendations emphasize equity, improvement, and performance.
Making Effective Use of CDE Resources for Continuous Improvement

State and Federal Policy Context

Stakeholders and Communities

Improvement and Shared Learning for All Districts and Schools

Focused Improvement Support

Intensive Improvement Support

California’s Accountability and Continuous Improvement System Guiding Principles

California’s Accountability and Continuous Improvement System Vision

The California Way and the Right Drivers
Pair and Share: What do these LCAP Priorities mean to you? Do they connect to your work? How?

9: Expelled pupils
10: Foster youth
Themes that emerge

• Whole Child
• One system for all students
• Consolidated local plans
• Local control and accountability
• Continuous Improvement
• Collaboration
Whole Child

- Healthy
- Safe
- Engaged
- Supported
- Challenged
Critical Elements

A County Office Perspective: Dr. Mary Ann Dewan, Deputy Superintendent at Santa Clara County Office of Education

- Whole Child
  - Cognitive
  - Social
  - Emotional
  - Community Influences

- Integrated Services
  - Health
  - Learning
  - High Expectations
  - Positive School Climate
Observations from the Field

A County Office Perspective: Dr. Mary Ann Dewan, Deputy Superintendent at Santa Clara County Office of Education

• Early Learning
• Data Driven Decision Making
  ✓ Data Sharing
  ✓ Data Privacy
  ✓ Data Security

• Inclusive Practices
  ✓ Special Education
  ✓ Foster Youth
  ✓ ELL
  ✓ LGBQT
  ✓ Homeless
  ✓ Low Income
What will it take?

A County Office Perspective: Dr. Mary Ann Dewan, Deputy Superintendent at Santa Clara County Office of Education

- Shared ownership of student achievement
- Same, not separate, curriculum
- All/Most Students with disabilities are included in the general education classroom to the greatest extent possible
- Teach students to be responsible for learning
- School-wide Behavioral Support Models
- Collaborative staffing to expand options
  - I.e. Integrated supports are integrated into the curriculum
- Staff collaborate to meet the needs of all students
- Access to health, mental health, behavioral health services
- Nutrition
“All organizations are perfectly designed to get the results they are now getting. If we want different results, we must change the way we do things.”

— Tom Northup
Moving Forward - Making it Real
Alignment and Collaboration

Whole Child, LCAP, Integration of Multiple Plans/Initiatives, Collaborative Efforts –
Activity 2: LCAP Priorities

Pair and Share:

1. Where do you find the resources to complete your LCAP and support your work?

2. What are the resources available? What is missing?

9: Expelled pupils

10: Foster youth
Aligning Resources to Address State Priorities

• Creating One System, based on the California Way, integrating state and federal resources
Aligned System of Supports:
One System Action Team

CDE LCAP Support Team

LCFF State Priorities

Local Control and Accountability Plan

County Offices

County Offices
The LCAP Support Team

The LCAP Support Team is an internal multi-disciplinary, multi-division CDE team that supports the success of LEAs by...

- Supporting districts and LEAs in the development and implementation of their LCAPs.
- Providing high-quality information and communications support around LCFF and LCAP issues and promising approaches directly and through the development and support of distributed and peer networks.
One System Action Team (OSAT)

Purpose:

• Support capacity of the CDE/LEAs to better meet the needs of the whole child (from cradle to career)

• Continue building CDE-wide integration of the “one system” concept serving the whole child

• Prioritize supports for CDE-led aligned initiatives, and resources for the field
The OSAT will support and feed into the LCAP Support Team by integrating and aligning key CDE and LEA-led initiatives with LCAP by:

- Cross-sharing of resources and supports, engaging in supporting CDE and LEAs in the multi-tiered system of support process
- Collaborate on potential additional activities including support for county office and district planning and implementation work
SUPPORTING ENGLISH LEARNERS WITH DISABILITIES SYMPOSIUM
May 3, 2016

Link: http://cde.videosscc.com/archives/050316/
Assembly Bill (AB) 2785 has set the stage for a manual to be developed at the state level accenting best practices on how to best identify and serve English learners with disabilities.

The English Learner Support and Special Education Divisions are collaborating with West Ed to create the manual to be completed by July 2018.
English Learners with Disabilities
Manual Specifics

The Manual needs to include the following elements:

- Guidance for accurately identifying English learners with disabilities, including guidance on avoiding the over-identification and under-identification of these pupils.
- Information on second language acquisition and progress.
- Guidance on referral processes.
- Guidance on the use of assessments, including the use of multiple measures as well as assessment accommodations for both language and disability.
- Guidance on the development of individualized education programs for English learners.
Guidance on how to support the language and content learning needs of English learners with disabilities, including how to do so in inclusive settings.

Information on the role of culture and acculturation.

Guidance for working with families, including guidance on meeting the needs of nonnative English speakers in special education proceedings.

A sample plan for continuous evaluation and systemic review, including guidance on tracking effectiveness and sharing information between special education and English learner programs within local educational agencies, to the extent permitted under state and federal law.

Laws and regulations related to the rights of English learners and pupils with disabilities.
A stakeholder group will be convened to help develop a dissemination plan of the manual and the means of providing professional development;

The plan shall be submitted to the state board, the Department of Finance, the Legislative Analyst’s Office, the California Collaborative for Educational Excellence, the Advisory Commission on Special Education, and the appropriate policy and fiscal committees of the Legislature on or before July 1, 2018.
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<th>Initiative/Report</th>
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<td>The Superintendent of Public Instruction’s Blueprint 2.0</td>
<td>Link: <a href="http://www.cde.ca.gov/eo/in/bp/documents/yr15bp0720.pdf">http://www.cde.ca.gov/eo/in/bp/documents/yr15bp0720.pdf</a></td>
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| LCFF                                          | LCFF link: [http://www.cde.ca.gov/fg/aa/lc](http://www.cde.ca.gov/fg/aa/lc)  
| CCEE link: [http://ccee-ca.org/index.asp](http://ccee-ca.org/index.asp) |
| ESSA                                          | CDE ESSA link: [http://www.cde.ca.gov/re/es/](http://www.cde.ca.gov/re/es/) |
| SSIP                                         | SBE Item 1. (March 2015). SSIP for Program Year 2013-2014 link:  
[http://www.cde.ca.gov/be/ag/ag/yr15/agenda201503.asp](http://www.cde.ca.gov/be/ag/ag/yr15/agenda201503.asp)  
SBE Item 20. (March 2016). SSIP link:  
[http://www.cde.ca.gov/be/ag/ag/yr16/agenda201603.asp](http://www.cde.ca.gov/be/ag/ag/yr16/agenda201603.asp) |
| CRI                                          | CRI Links: [http://www.cde.ca.gov/eo/in/cr/index.asp](http://www.cde.ca.gov/eo/in/cr/index.asp)  
CDE One System Serving the Whole Child Initiative
Aligning a system of supports to better meet the needs of the whole child—from cradle to career.

Email: OneSystem@cde.ca.gov
Web Site: http://www.cde.ca.gov/oe/in/onesystem.asp

Twitter: https://twitter.com/CDEOneSystem

Instagram: CDEOneSystem
Questions?
Thank You!
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