

SELPA System Improvement Leads Theory of Action

If SELPA System Leads codesign, with other SELPA lead agencies, state partners and other lead agencies, a coherent system which supports reciprocal relationships and mutual learning

SELPA Systems Leads

- In collaboration with other lead agencies, establish structures for sharing information and resources among SELPA Leads, COEs/LEAs, statewide lead agencies, CDE, and CCEE.
- Establish communication plans and processes among SELPA Leads and with other SSOS lead agencies
- Develop the mindset that working together within the SSOS is an effective mechanism for disrupting the current system, addressing inequities, and improving student outcomes
- SELPA Leads learn from and share with one another about problems of practice

And if SELPA System Leads work reciprocally with SELPAs to identify and build the systems, knowledge, practices, and mindsets needed to increase their organizational capacity to develop LEA capacity

Systems

- Develop systems, activities, and resources needed to adopt and sustain effective innovations
- Implement strategies and practices to bring each SELPA to the next level of programmatic and organizational maturity needed to effectively and efficiently advance the SELPA mission and inspire others to do the same

Knowledge

- Demonstrate awareness of best practices effectively implement those practices and knowledge of how to

Skills/Practices

- Build skills and capacity in fostering effective reciprocal relationships
- Cultivate culture of self-reflection and continuous improvement
- Solicit feedback to improve practices

Mindsets/Attitudes

- Understand the need for change at all levels of the system including one's own
- Focus on underlying structures and mental models that perpetuate current system

And if SELPA System Leads build capacity for SELPAs to lead LEAs in areas of data use and governance, building a culture of continuous improvement and participating in resources networks and the implementation of high-leverage practice

SELPA Leads

- **Capacity:** Provide learning modules, a suite of professional learning opportunities, web-based professional learning, and an annual symposium
- **Resources:** Provide a Data Portal, State Performance Plan Indicator Guide, Data Integration Toolkit, and suite of tools for monitoring LEAs
- **Facilitation:** Build coherence by facilitating communication and collaboration through reciprocal partnerships with SELPAs
- **Connectors:** Act as connectors between SELPAs and LEAs

Then LEAs will know how to access tools for predictive analysis, monitor change, monitor SPP Indicators, conduct root cause analyses, and integrate data, and will increase capacity for improving performance of SWD

SELPA outcomes

- Form positive partnerships with LEAs to increase capacity to address LEA needs for SWD
- Provision of assistance to LEAs to build capacity in data use and governance, continuous improvement, and high-leverage practices implementation to improve outcomes for SWD
- Increases in knowledge, practices, and mindsets which support productive relationships or connections between SELPAs and LEAs to address systemic inequities

LEA outcomes

- Increases in TA requests from LEAs to local SELPAs for assistance to improve outcomes and address systemic inequities for SWD
- Creation of a district climate for school sites to improve outcomes for SWD and sustain through changes
- Increases in outreach to and improved relationships with local SELPA

School staff outcomes

- Increases in implementation of new knowledge, practices, and mindsets to address systemic inequities
- Increases in educator self-efficacy and belief that their personal efforts can help all students succeed
- Creation of classroom environments that respect and address the needs of all students

Student outcomes

- Increases in academic achievement of SWD
- Increases in access to cohesive, effective school systems intentionally designed to provide the necessary supports and interventions for educational and postsecondary success

SELPA Content Lead **OVERALL** Theory of Action

If the SELPA Lead

conducts professional learning in the form of in-person workshops, coaching, and webinars



To build capacity of SELPA leaders and their designated staff in

- Content areas of the SELPA Leads plus CI, root cause analysis, assessment and intervention, and change management

If the SELPA Lead

engages in the state SELPA associations with other SELPA Leads, state agencies, and related state or content organizations



To generate connection of

- Research and best practices
- State and federal priorities
- General and special education integration

If the SELPA Lead

helps SELPAs build effective support systems at all three levels of service



To facilitate improvement of

- Relationships between SELPAs and COEs/LEAs
- Use of data tools and resources related to SWD
- Use of resources aligned with/in support of CDE tools



Then leaders of SELPAs and their designated staff will

- Increase understanding in related SELPA Lead content
- Have increased capacity to respond to requests from SELPAs and LEAs related to SWDs
- Conduct training and consultation to meet the needs of their respective COEs/LEAs
- Encourage participation of COEs/LEAs in SELPA Content Lead trainings



Then COE/LEA practitioners will

- Understand related SELPA content
- Have increased self-efficacy to implement concepts/tools
- Consistently use new or updated resources to support the needs of SWD
- Increase knowledge in SELPA Lead content and content implementation
- Contribute to a more positive school climate

Then students will

- Participate in the general education setting for students with disabilities at higher rates
- Score higher on academic tests
- Graduate at higher rates
- Experience greater postsecondary success

SELPA Content Lead for *Open Access* (Placer County) Theory of Action

If the SELPA Lead

- Develops and implements training and coaching projects for supporting UDL, AT, and AAC
- Uses a continuous improvement process

If the SELPA Lead

coordinates statewide networking and professional learning resources and events in partnership with CAST and UDL-IRN (UDL statewide coalition, Summit to support LEAs, regional events, Advanced AAC Institutes)

If the SELPA Lead

- Provides universal shared resources across all three areas through the Open Access website and social media dissemination
- Provides TA tools for teams
- Coordinates NICs

To build capacity of RILs in

- UDL, AT, and AAC content; assessment (e.g., communication needs); tools and strategies; and implementation monitoring
- AT and AAC specialties
- Tools and strategies for students at the edges
- AT-specific mentoring and supporting (coaching) sites with scale up in year 4
- AAC-mentoring, coaching, and assessment (3 years of training); build 6 hubs for release into the region year 4
- Training approaches for teacher expectations of students and problems of practice

To generate connection of

- Research and best practices
- State and federal priorities
- General and special education integration

To facilitate improvement of

- Exploration and use of tools and resources (e.g., FlipKits)
- Data use and continuous improvement

Then RILs will

- Increase knowledge and skill in conducting training and support of site-based teams (UDL)
- Develop and support site-based teams (AT)
- Train teachers—level 1, train SLPs—level 2), coach SLPs—level 3 (AAC)
- Scale up evidence-based practices through dissemination to LEA IEP teams

Then LEAs will

- Contribute to a more positive school climate
- Increase readiness for implementation

Then school staff will

- Increase IEP team knowledge in UDL, AT, AAC, communication, problems of practice, and expectations
- Increase IEP team skills in UDL, AT, AAC, communication, and problems of practice
- Increase educator expectations of students

Then students will

- Participate in the general education setting for students with disabilities at higher rates
- Score higher on academic tests
- Graduate at higher rates
- Experience greater postsecondary success

SELPA Content Lead for *Evidence Based Practices Autism* (Marin County) Theory of Action

If the SELPA Lead

provides (a) trainings (virtual and in person), (b) a referral process for SELPA TA provision, and (c) resources for levels 1 and 2

To build capacity of SELPA directors and RILs in

- PD, coaching, LOCI, MI,
- Implementation science
- APERS
- EBPs

If the SELPA Lead

engages (level 3 TOT) with SOS partners to develop training content (IS), (level 1 enhancement) with SELPA content developers (infographics), and (level 1 enhancement) with SELPA Lead partners to develop webinars

To generate connection of

- CAPTAIN resources with LEA strategic implementation
- LEA needs with improvement strategies
- LCAP implementation with general and special education

If the SELPA Lead

coaches SELPA directors and RILs on LEA strategic planning, leveraging the CAPTAIN Cadre

To facilitate improvement of

- Relationships between SELPA directors and RILs
- Use of data tools and resources, including root cause analysis

Then SELPA directors and RILs will

- Increase knowledge in PD, coaching, implementation science, LOCI, MI, APERS, and EBPs
- Increase skill in implementing a systems change project in schools to improve student outcomes (SELPA directors)
- Increase skill in assessments for quality indicators of programs that are serving students with Autism (APERS) to identify areas of need and align with systems change (RIL)
- Increase skills in supporting RILs to lead the change process at LEAs (SELPA directors)
- Train other SELPA directors (SELPA directors)
- Increase support for LEAs in the region (RILs)

Then LEAs will

- Increase planning and implementation of systems-level strategies for improving outcomes for students with autism
- Increase requests for local CAPTAIN resources
- Use resources within strategic plan implementation efforts

Then school staff will

- Increase self-efficacy in strategy implementation
- Increase knowledge of needs and strategies for students with autism
- increase the use of fidelity measures and EBPs

Then students with autism will

- Score higher on academic tests
- Graduate at higher rates

SELPA Content Lead for *Equity, Disproportionality & Design* (South County) Theory of Action

If the SELPA Lead

develops and provides virtual training, coaching, and support

To build capacity of SELPA leaders in

- Understanding disproportionality
- Preventing disproportionality
- Determining causes of disproportionality
- Data literacy in the context of improving equity outcomes
- Implementing an intervention framework (intervention procedures, prototyping, team effectiveness)

If the SELPA Lead

engages universities, SELPA Leads, CEDR, and CDE partners and resources (e.g., LCAP, LCFF priorities)

To generate connection of

- Research and best practices
- State and federal priorities
- General and special education integration

If the SELPA Lead

supports and teaches SELPAs data infrastructure, models collaborative relationships, and convenes design teams (awareness/action/scale)

To facilitate improvement of

- Relationships between SELPAs and LEAs
- Use of data tools and resources

Then SELPA leaders will

- Grow their knowledge about equity and disproportionality
- Take a preventative approach to equity goals
- Master an analytic process
- Build effective networks
- Use a rigorous data-based intervention approach

Then LEAs will

- Use accurate levels of implementation of school-wide programs (PBIS, MTSS)
- Align intervention systems with LCFF
- Network with other agencies to scale equity-focused activities

Then school staff will

- Increase awareness of disproportionality
- Use SELPA services, including the data tool
- Use data and best practices in preventing disproportionality

Then students will

- Experience lower levels of disproportionality in special education referral, eligibility, and discipline

SELPA Content Lead for *Improving Outcome for ELs with Disabilities* (Imperial County) Theory of Action

If the SELPA Lead for EL-SWD

provides high-quality statewide virtual and in-person training, professional development, and consultative assistance

If the SELPA Lead

engages in the State SELPA Association (EL Co-chair), creates a website for practitioners, builds relationships with experts in the field related to key themes within the CA Practitioners' Guide.

If the SELPA Lead

helps SELPAs build effective support systems, differentiated assistance modeling, and collaborative consultation for selected SELPAs; and assists SELPA COE/LEA PLCs by coordinating meetings to share information

To build capacity of SELPA leaders and their designated staff in

- Concepts per sections found in the CA Practitioners' Guide
- CDE Dissemination and PD Plan associated with the CA Practitioners' Guide

To generate connection of

- Research and best practice resources
- State and federal priorities related to EL-SWD
- General and special education integration
- Experts in the field related to key themes within the CA Practitioners' Guide
- Disaggregated state CAASPP and ELPAC data

To facilitate improvement of

- Relationships between SELPAs and COEs/LEAs
- Use of data tools and resources related to EL-SWD
- Use of resources aligned with/in support of sections in the CA Practitioners' Guide

Then SELPA leaders and their designated staff will

- Understand CA Practitioners' Guide elements (from referral to reclassification)
- Be equipped to respond to requests from SELPAs, related to the EL-SWD needs of their COEs/LEAs
- Be equipped to respond to requests for consultative conversations regarding effective practices for COEs/LEAs related to EL-SWD
- Conduct training and consultation to meet the needs of their COEs/LEAs
- Encourage participation of COEs/LEAs in SELPA Content Lead trainings

Then SELPA leaders will

- Increase understanding of concepts within the CA Practitioners' Guide among staff in COEs/LEAs
- Increase use of resources aligned with/in support of sections in the CA Practitioners' Guide
- Increase capacity to consult with their COEs/LEAs related to EL-SWD differentiated assistance work

Then COE/LEA practitioners will

- Understand the CA Practitioner's Guide
- Increase self-efficacy to implement concepts/tools within the Guide
- Increase awareness of where to access/use resources to support needs of EL-SWD

Then students will

- Score higher on academic tests