California Special Education Leadership Symposium

Heather Calomese, Director, Special Education, CDE
Mindy Fattig, Senior Advisor, Special Education, CCEE

October 10, 2022

Welcome!

In one or two words (or a phrase) ==lightening== pair share with your neighbor:

-   Why you are here today?

ccee
California Collaborative
for Educational Excellence

What is your passion in this work?

Participants join
Slido.com
#3937948

What is your passion in this work?

ccee
California Collaborative
for Educational Excellence

Agenda

- Welcome
- Your State Agencies and their collective work/responsibilities
- Statewide Workgroup Reports
- Special Education Studies and 2022-23 Updates
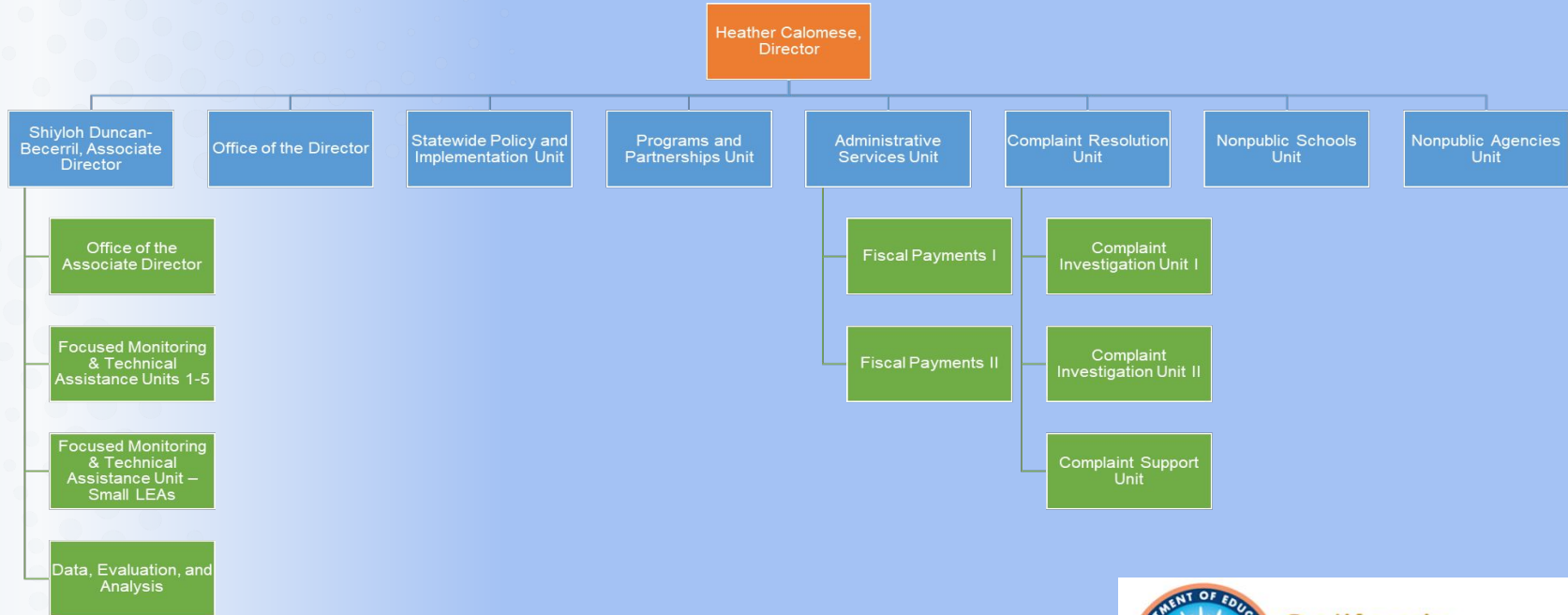- Resources for the field

ccee
California Collaborative
for Educational Excellence

California Department of
EDUCATION

Questions and Wonderings

Support or Resources Needed

Concerns

Parking Lot link

Special Education Division

Focused Monitoring for Improvement
What you monitor exemplifies what you value

What we value?

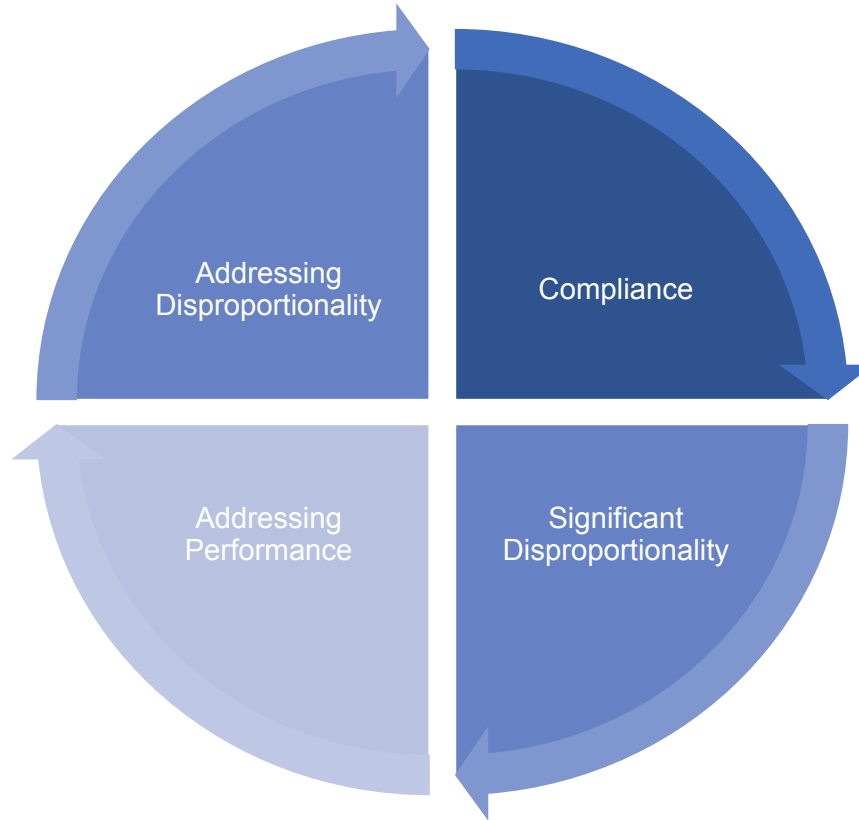- Improving outcomes of students with disabilities

Monitoring Focus

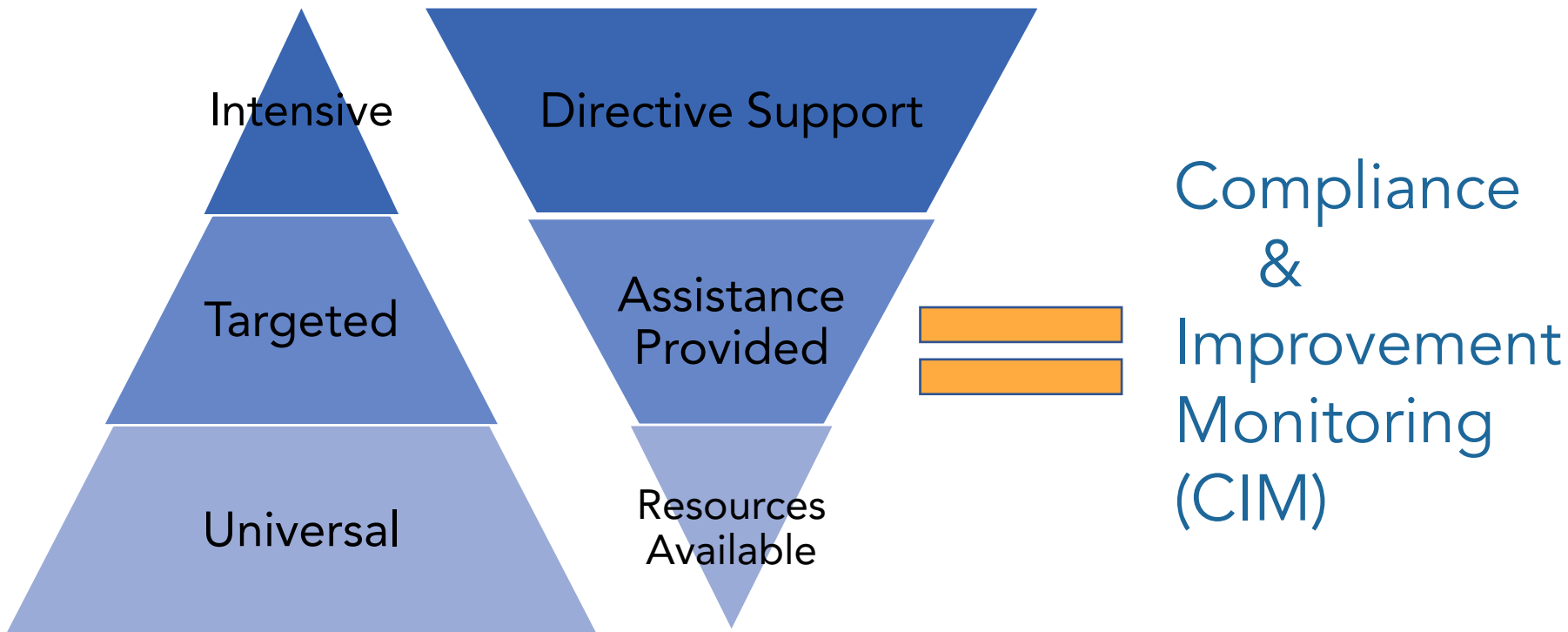- Improvement
- What about compliance?

Traditionally CDE's monitoring has focused on compliance which has not necessarily translated to student improvement.
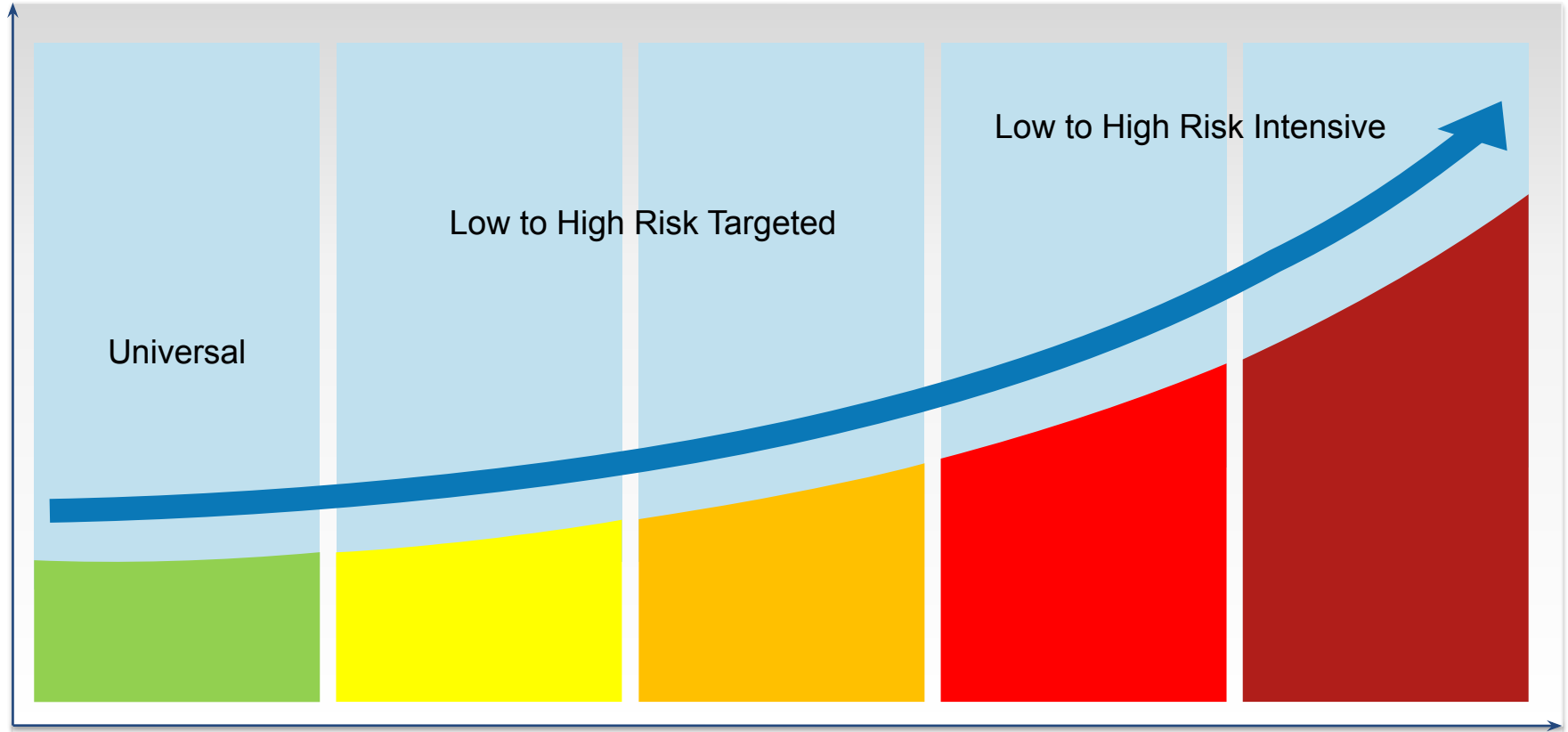

ccee
California Collaborative
for Educational Excellence

California Department of EDUCATION

Spring of 2022 Focus

Monitoring Tiers

Intensive

Targeted

Universal

Directive Support

Assistance Provided

Resources Available

=

Compliance & Improvement Monitoring (CIM)

ccee
California Collaborative
for Educational Excellence

California Department of
EDUCATION

What will CDE's Engagement in the CIM Look Like?

Low to High Risk Intensive

Low to High Risk Targeted

Universal

What is the CIM Process?

Step 1: Gather/Inquiry	Step 2: Investigate	Step 3: Plan
What?	Why?	How?

Monitoring Tiers

The CDE sends each LEA in the state a letter that achieves three main objectives:

1) notifies the LEA of its annual determination of whether or not it has met requirements of Part B of the IDEA as required under 34 C.F.R. §§ 300.600(a) and 300.603

2) notifies the LEA of its monitoring tier for the upcoming monitoring year; and, if applicable,

3) notifies the LEA if it has been identified as significantly disproportionate

CIM Timeline

March

Annual Determination Letter

Instructional Webinars

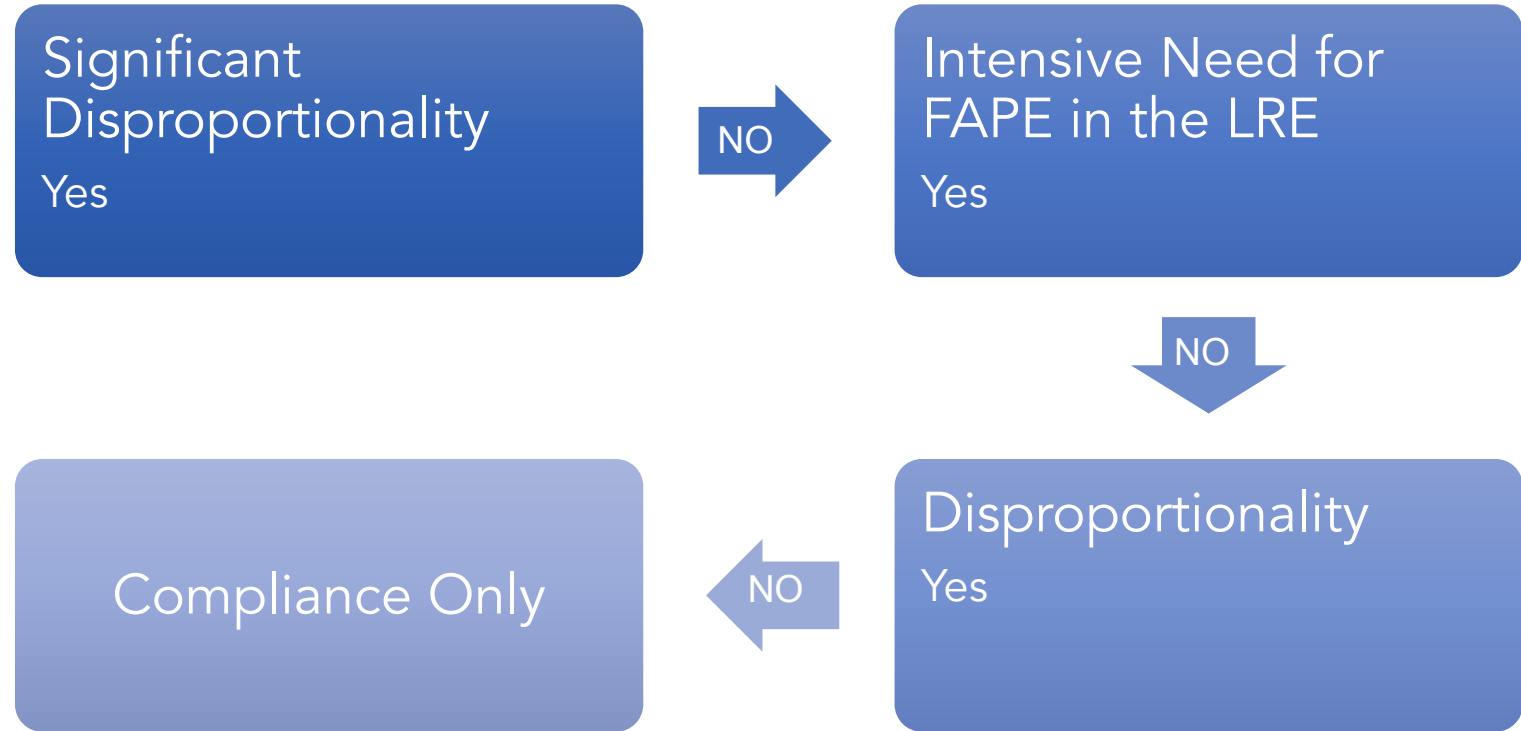**March-June**

CIM Step 1

Gather and Inquire

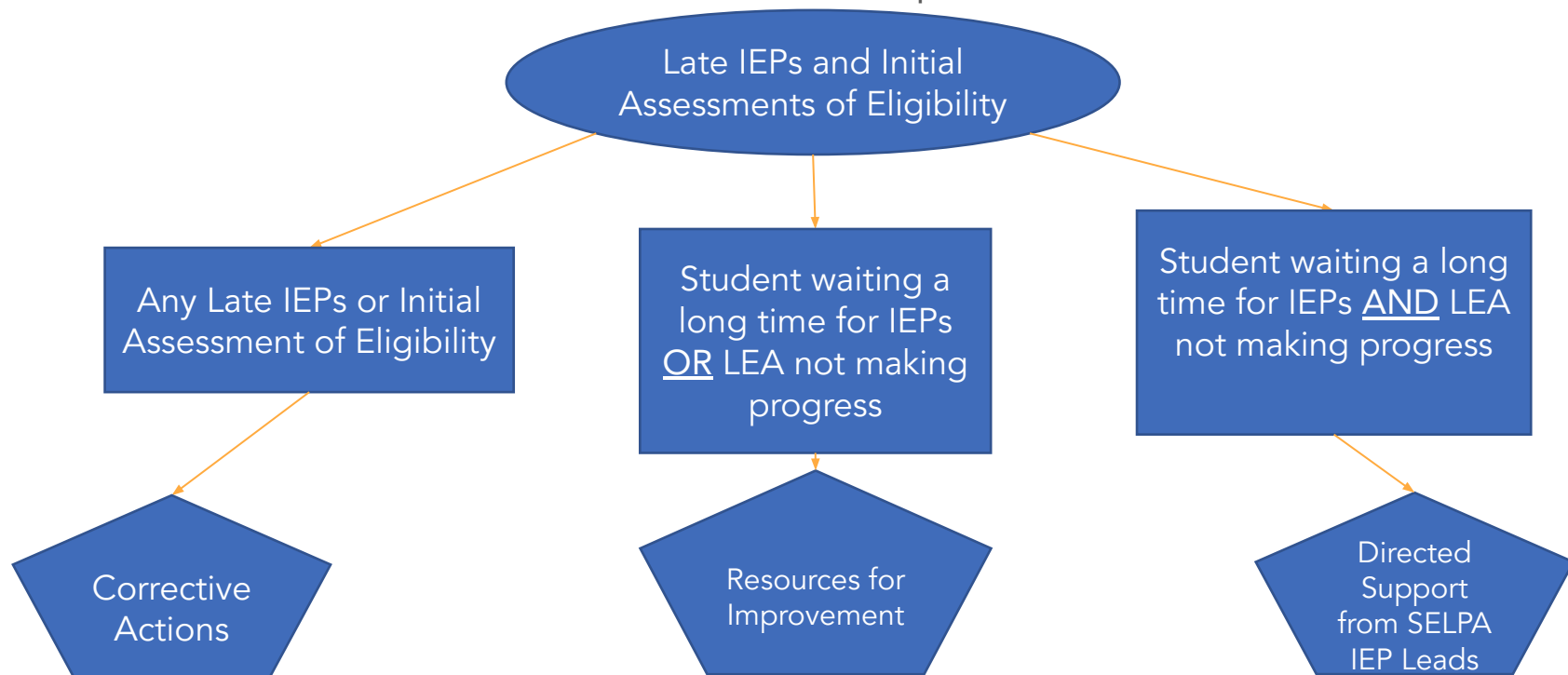**July-September**

CIM Step 2

Investigate

October-November

CIM Step 3

Plan
November 1 Plans due

ccee
California Collaborative
for Educational Excellence

California Department of
EDUCATION

Performance Area Focus and the CIM

Significant Disproportionality

Yes

→ NO →

Intensive Need for FAPE in the LRE

Yes

↓ NO ↓

Disproportionality

Yes

← NO ←

Compliance Only

What about Compliance?

Timeline Non Compliance

What is the key difference between the CIM and previous Special Education Monitoring Activities?

- There will be an emphasis on improvement

- LEAs will focus on only one improvement activity at a time

- LEAs will partner with assigned TA providers to support improvement

- The process will be flexible and addressing LEA concerns

Questions?

Purpose of California's System of Support
(CA Education Code 52059.5)

1. Support the continuous improvement of student performance in each of the eight state priority areas

2. Address the gaps in achievement between student groups identified

3. Improve outreach and collaboration with educational partners to ensure that goals, actions, and services described in school district and county office of education LCAPs reflect the needs of the students and community, especially for historically underrepresented or low-achieving groups.

ccee
California Collaborative
for Educational Excellence

Statewide System of Support

California System of Support

This graphic is intended to show the network of state-funded support providers under the System of Support.

LEVEL 1
SUPPORT FOR ALL

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 gaps in performance among student groups across the LCFF priorities.
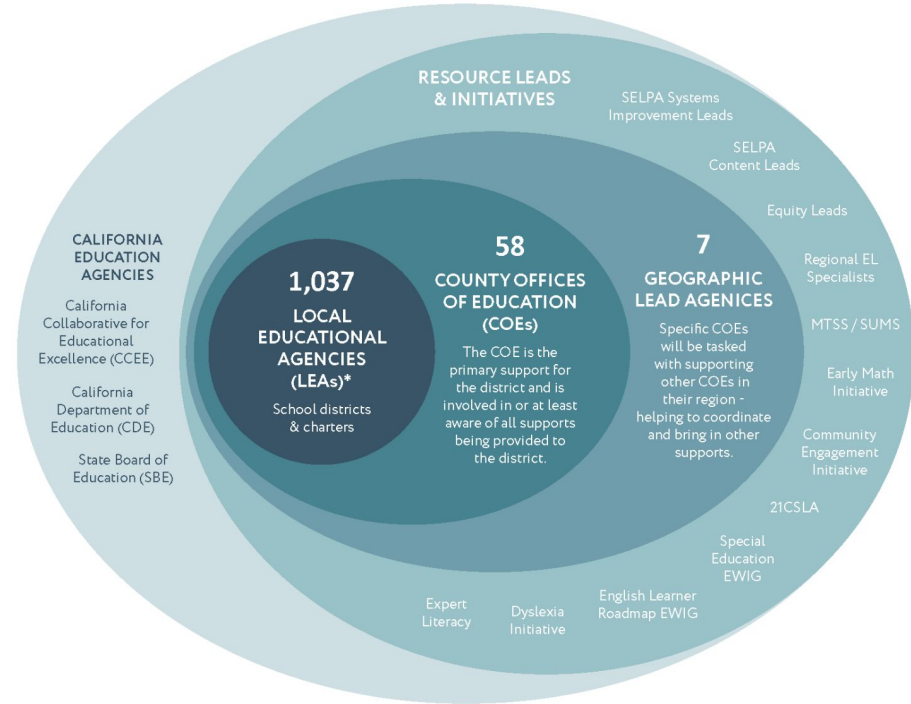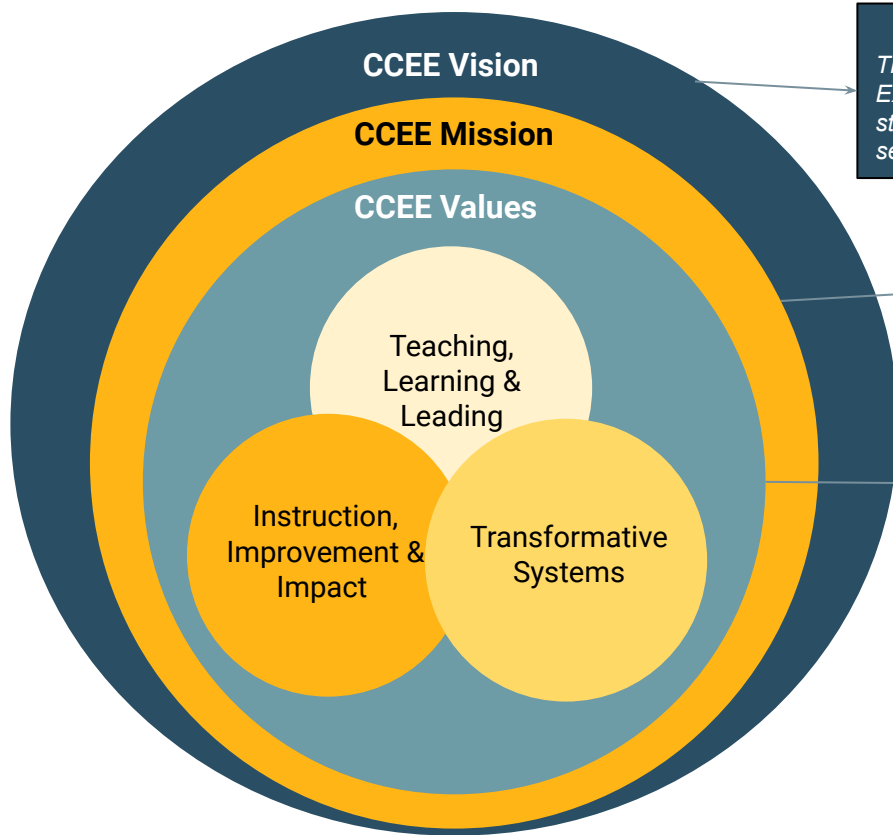
LEVEL 2
DIFFERENTIATED ASSISTANCE

County Superintendents, the California Department of Education, and the California Collaborative for Educational Excellence provide differentiated assistance by working with LEAs and COEs to address identified performance gaps among student groups.

LEVEL 3
INTENSIVE INTERVENTION

The Superintendent of Public Instruction may require more intensive supports for local education agencies (LEAs) and/or schools with persistent performance issues and a lack of improvement over a specified time period.

RESOURCE LEADS & INITIATIVES

SELPA Systems Improvement Leads

SELPA Content Leads

Equity Leads

Regional EL Specialists

MTSS / SUMS

Early Math Initiative

Community Engagement Initiative

21CSLA

Special Education EWIG

English Learner Roadmap EWIG

Dyslexia Initiative

Expert Literacy

CALIFORNIA EDUCATION AGENCIES

California Collaborative for Educational Excellence (CCEE)

California Department of Education (CDE)

State Board of Education (SBE)

1,037 LOCAL EDUCATIONAL AGENCIES (LEAs)*

School districts & charters

58 COUNTY OFFICES OF EDUCATION (COEs)

The COE is the primary support for the district and is involved in or at least aware of all supports being provided to the district.

7 GEOGRAPHIC LEAD AGENICES

Specific COEs will be tasked with supporting other COEs in their region – helping to coordinate and bring in other supports.

* 2019-2020

CCEE Vision

CCEE Mission

CCEE Values

Teaching, Learning & Leading

Instruction, Improvement & Impact

Transformative Systems

CCEE Vision
The California Collaborative for Educational Excellence transforms public education, so every student is inspired and prepared to thrive as their best self in the world .

CCEE Mission:. *The California Collaborative of Educational Excellence is a statewide leader delivering on California's promise of quality, equitable education for every student.*

CCEE Values
We strengthen socially just and inclusive education systems.
We build trusting, collaborative, authentic relationships.
We prioritize well-being – that of students, families, educators, communities, and our team.
We embrace curiosity.
We model continuous improvement focused on educational excellence.

We nurture creativity and innovation .

ccee
California Collaborative
for Educational Excellence

CCEE…
Committed to a California delivering educational equity for each and every student.

What is CCEE's Role in SSOS?

Established by statute in 2013, the CCEE has been designated as one of the key agencies charged with growing and strengthening California's innovative System of Support.
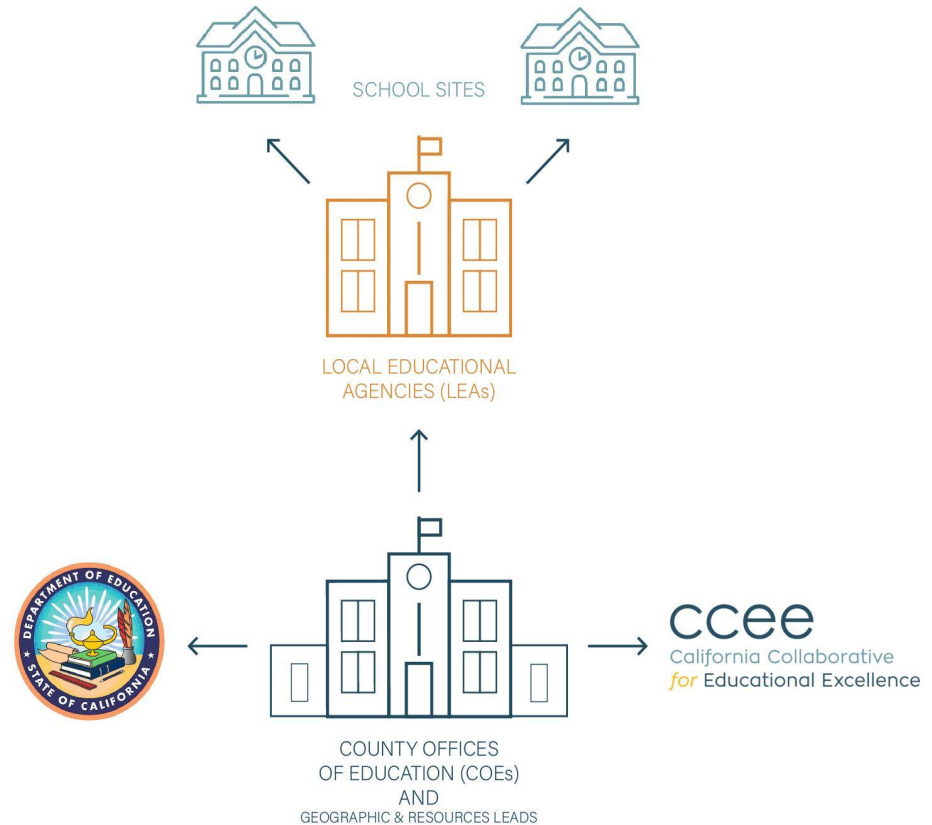
- Facilitate and enable communication among COEs and Lead Agencies
- Co-Lead the work of the Community Engagement Initiative
- Facilitate and evaluate the work of the SELPA Lead Agencies
- Facilitate and evaluate the work of the Geographic Leads
- Raise the effectiveness and impact of education practices statewide
- Collaborate on innovative projects
- Evaluate the system of support

ccee
California Collaborative
for Educational Excellence

CCEE is:

- in statute to advise and assist school districts, county superintendents, and charter schools in achieving the goals set forth in their LCAP

CCEE shall achieve this :

- by facilitation of continuous improvement for local educational agencies within California's systems of public school support

SCHOOL SITES

LOCAL EDUCATIONAL
AGENCIES (LEAs)

ccee
California Collaborative
for Educational Excellence

COUNTY OFFICES
OF EDUCATION (COEs)
AND
GEOGRAPHIC & RESOURCES LEADS

ccee
California Collaborative
for Educational Excellence

California Collaborative for Educational Excellence (CCEE)
https://ccee-ca.org/

CCEE

Centers for Educational Excellence

As the statewide agency solely charged with assisting LEAs in need of support, CCEE provides universal, targeted, and intensive supports and resources for local educational agencies (LEAs) through the work of our three Centers:

CENTER FOR TEACHING, LEARNING, & LEADING

This center builds capacity and support for local educational agencies (LEAs) currently receiving and in need of direct technical assistance.

LEARN MORE

CENTER FOR INNOVATION, INSTRUCTION, & IMPACT

This center implements a statewide approach to improving local educational agencies' (LEAs) capacity by collaboratively developing, delivering, sharing, and spotlighting research-based practices that demonstrate the power to improve outcomes.

LEARN MORE

CENTER FOR TRANSFORMATIVE SYSTEMS

This center facilitates the development of a shared vision for implementation of the Statewide System of Support (SSOS) that develops coordinated actions resulting in equitable educational student outcomes.

LEARN MORE

CCEE Center Highlights

Innovation, Instruction, & Impact (I3)

Research-Practice Partnership

Eligibility

Activities/initiatives funded through the RPP **must:**
`
- Be LEA-led and include explicit sponsorship by the LEA Sup
- Must be focused on improving student outcomes
- Support activities/outcomes linked to one of the State's priority areas and identified in the LEA's current LCAP
- Identify a limited set of evidence-based activities to support student outcomes, to be completed within a specified timeframe
- Include partnership with CCEE in research activities to collect baseline data and measure outcomes

- Typically $20-50,000 range for 6 mo-2 yr project (short term)
- Examine student level outcomes as a result of district or school level activities aiming at improving student academic performance, engagement, or social-emotional well-being.

Teaching, Learning, and Leading (TLLC)

Direct Technical Assistance (DTA)

- An LEA is experiencing chronic systemic challenges and requires assistance on systemic change.

Systemic Instructional Review (SIR)

- Collaboration with LEA, their COE and other partner agencies
- Instructional comprehensive assessment
- Action Plan with continuous improvement

Facilitated Instructional Review (FIR) - more to come

Learning Acceleration Grants

Direct Technical Assistance Pathway

Accessing DTA through the California System of Support

- **Wraparound Support:** Formerly AB1840, Ed Code Section 52074(g)(2)(A) if a school district receives an emergency apportionment pursuant to Article 2 (commencing with Section 41320) of Chapter 3 of Part 24 of Division 3, the school district shall be deemed to have been referred to the California Collaborative for Educational Excellence.

- **SIR:** Ed. Code Section 52064.5 (CA School Dashboard) whereby three or more pupil subgroups identified pursuant to Section 52052 did not make progress based on the CA School Dashboard.

How Districts and Charters Engage *with* The CCEE

PRIMARY PATHWAY

DISTRICTS AND CHARTERS

COEs > GEOGRAPHIC LEADS

ccee
California Collaborative
for Educational Excellence

SPECIAL CIRCUMSTANCES PATHWAY

CCEE Assigned by Special Legislative Statute

CCEE Referred by State Superintendent

Districts and Charters Request Fee for Service

ccee
California Collaborative
for Educational Excellence

Goals of the Learning Acceleration System Grant

Develop a **robust statewide infrastructure** to ensure educators **anywhere in the state** have access to high quality professional learning

Show the impact of the **evidence-based** accelerated learning strategy for **students with high needs, including English Learners, students with disabilities, and low-income students**

Create or expand existing **evidence-based** professional development opportunities or guidance for educators, paraprofessionals, and administrators to address students' learning acceleration

Project Name	Lead County Office of Education	Named Partners	Content Area	Geographic Coverage
Rural Math Collaborative	Lake COE $11 m	Butte COE, California Math Project (Chico & Sonoma State University)	Mathematics: • Professional Learning • Coaching • Small, rural focus	Far North
Project CLEAR	San Diego COE $19.5 m	Saint Mary's College	Literacy: • Reading Recovery Teacher Leaders	Statewide
California Collaborative for Learning Acceleration (CCLA)	Santa Clara COE $14.5 m	Placer COE, Riverside COE, Contra Costa COE, Tulare COE, Imperial COE, Los Angeles COE, California Partnership for Math & Science Education, San Jose State University, Stanford University	Literacy, Mathematics,& Language Development:: • Professional Learning infrastructure • Tiered supports • Online repository of PL	Statewide

All grants through 2025-26

Transformative Systems for Equitable Educational Outcomes
Our team partners with educators, communities, and organizations to empower schools to meet the evolving needs of all students.

Initiative 1

The realization of a shared vision for implementation of the Statewide System of Support (SSOS) that develops coordinated actions resulting in equitable educational outcomes as defined in the Local Control Accountability Plan (LCAP) goals

Develop and align coordinated, collaborative and integrated structures across lead agencies such as County Offices of Education, Geographic Leads, and SELPA Leads to address LEA universal, targeted and intensive supports

Initiative 2

Identify and distribute promising practices that build innovation, collaboration, and impact across the state

Convene, gather, and equip SSOS leads around best practices that address and target equitable educational outcomes for ALL students

Initiative 3

Partner with County Offices of Education (COEs) to enhance a coherent statewide system of support that coordinates, collaborates and integrates resources and strategies to improve educational outcomes for all students

Build the capacity of lead agencies such as County Offices of Education, Geographic Leads, and SELPA Leads for measuring statewide impact of student learning efforts

ccee
California Collaborative
for Educational Excellence

TRANSFORMATIVE SYSTEMS FOR EQUITABLE EDUCATIONAL Outcomes

CCEE California Collaborative for Educational Excellence

Facilitating a common integrated vision for the Statewide System of Support for the development of coordinated, equitable, educational student outcomes.

CHRIS HARTLEY
Deputy Executive Director
FOCUS:
Statewide System of Support
Geographic Leads
CA Statewide System of Support
Workgroup
Operations

DAVID M. TOSTON
Senior Advisor, Equity & Innovation
FOCUS:
Community Engagement Initiative
Special Education EWIG
Early Literacy Support Block Grant
Reading Instruction and Intervention
Operations
21CSLA

MINDY FATTIG
Senior Advisor, System of Support
FOCUS:
Geographic Leads
Special Education Leads
One System Collective
IEP Template Expert Panel

JULIE BOESCH
Assistant Director, System of Support
FOCUS:
Statewide System of Support
Expanded Learning Opportunities
Universal Pre-Kindergarten
Community Schools

STEVEN STERLING MITCHELL
Assistant Director, Community
Engagement Initiative &
System of Support
FOCUS:
Community Engagement Initiative

ANDREW LAWTON
Program Specialist
FOCUS:
Community Engagement Initiative

JASMINE HENNESSY
Program Specialist
FOCUS:
Early Literacy Support Block Grant
Reading and Writing Intervention
Special Education EWIG
One System Collective

MELISSA HODGSON
Program Specialist
FOCUS:
Statewide System of Support
Special Education Leads
CA Statewide System of Support
Workgroup
Geographic Leads

KASHANI DANIELS
Program Specialist
FOCUS:
Statewide System of Support
Communications & Partnerships
Community Engagement Initiative

NICOLE LOBESE
Program Specialist
FOCUS:
Community Engagement Initiative

EMMA OH
Fiscal Analyst
FOCUS:
Operations

Facilitation a common integrated vision for the Statewide System of Support for the development of coordinated, equitable, educational outcomes.

CCEE
California Collaborative
for Educational Excellence

Statewide System of Support: Working Group

Main Contact: Dr. Chris Hartley, CCEE

Statewide System of Support-Core Working Group

Chris Hartley, Deputy Executive Director, CCEE

Melissa Hodgson, Program Specialist, CCEE

- Dave Gordon, Superintendent (Sacramento COE)
- Judy Flores, Superintendent (Shasta COE)
- Mike Fine, Chief Executive Officer (FCMAT)
- Lindsay Tornatore, Director, Learning and Accountability (CCSESA)
- Mary Nicely, Chief Deputy Superintendent of Public Instruction (CDE)
- Steve Zimmer, Deputy Superintendent of Public Instruction (CDE)
- Sara Pietrowski, Policy Director (SBE)
- Matt Navo, Executive Director (CCEE)
- Chris Hartley, Deputy Executive Director (CCEE)
- Stephanie Gregson, Deputy Executive Director (CCEE)
- William McGee, Director, Student Achievement and Support Division (CDE)
- Anissa Sonnenburg, Education Administrator, System of Support Office (CDE)
- Jana Rosborough, (CCEE) Consultant

Statewide System of Support-ADHOC, "Reactor" Team

- Dave Gordon, Superintendent (Sacramento COE)
- Steve Herrington, Superintendent (Sonoma)
- Jennifer Hicks, Assistant Superintendent (Placer)
- Karen Stapf-Walters, Senior Director, CCSESA
- Lindsay Tornatore, Director, Learning and Accountability (CCSESA)
- Sara Pietrowski, Policy Director (SBE)
- Susan Salcido, Superintendent (Santa Barbara)
- Ed Manansala, County Superintendent (El Dorado)
- Matt Navo, Executive Director (CCEE)
- Chris Hartley, Deputy Executive Director (CCEE)
- Jana Rosborough, CCEE Consultant
- Melissa Hodgson, Program Specialist (CCEE)

Grounding Assumptions For Our SSOS Work

The ultimate goal of the State System Of Support (SSOS) is to provide <u>coordinated, needs-based, and differentiated resources and support to LEAs</u> that lead to improved services for <u>all</u> students evidenced by the closing of opportunity gaps and increased achievement.

Calibration Around Language: Universal, Targeted, and Intensive in description of SSOS supports and resources

ccee
California Collaborative
for Educational Excellence

Systemic 3 Phase Approach

Phase 1: March-April 2022- Coordination Phase

✔ Review intensive support alignment opportunities.
✔ Synthesize potential recommendations for collaboration.

Phase 3: June – September 2022- Integration

✓ Finalize Intensive Supports and Resources recommendations for improvement (report)

✓ Organize Targeted Assistance working group.

✓ Finalize Reactor Group final input

Phase 2: April-June 2022- Collaboration Phase

✔ In Response to Phase 1 – Use coordination opportunities for greater collaboration amongst CORE working group for improved SSOS coherence and alignment for Intensive
✔ Determine Intensive Supports and Resources findings
✔ Reactor Group input updates begin

One System Collective (OSC)

- Overarching goal for the OSC is to serve as a key contributor/partner in the SSOS to meaningfully include SWDs

- Advocacy for Establishment of One System that meaningfully includes and integrates All students within a single system

- Integrate and coordinate state initiatives for LEAs to facilitate implementation of improvement plans statewide

Policy Council

- Cross agency representatives
- Ensure work is aligned, integrated and coherent with the SSOS with equity focus for all students.
- Work Groups may be formed with experts and educational partners to address developing specific implementation strategies
- An Executive Committee will provide the overall leadership for the OSC

The Collective - All Inclusive Forum

- All Educational partners (educators, families, organizations, community) invited to participate
- Provide input, feedback, recommendations on strengths and barriers regarding SSOS
- Magnify capability to identify best practices and expand two-way communication pathways throughout the state

One System Collective

All Inclusive Forum

Executive Committee

Policy Council

Work Groups

One System Collective

Executive Advisory Committee

Name	Title	Affiliation
Heather Calomese	Director, Special Education Division	CDE
Tamara Clay	Executive Director, Special Services/SELPA	El Dorado County Office of Education
Mary Ann Dewan, Ph.D	County Superintendent of Schools	Santa Clara County Office of Education
Michael Lombardo	Executive Director, Prevention Supports and Services	Placer County Office of Education
Julie Montali, Ph.D	Executive Director, Early Learning	Sacramento County Office of Education
Christine Olmstead, Ed.D	Interim Chief Academic Officer, Associate Superintendent, Educational Services	Orange County Office of Education
Gina Plate	Vice President, Special Education and Regulatory Affairs	California Charter Schools Association
Kevin Schaefer	Director of Equity and Inclusive Practices for the Supporting Inclusive Practices (SIP) Project	Supporting Inclusive Practices (SIP) Project, El Dorado County Office of Education
Jennie Snyder, Ed.D	Deputy Superintendent, Educational Support Services & Sonoma COE Geo Lead	Sonoma County Office of Education
Anissa Sonnenburg	Education Administrator, System of Support Office, Student Achievement and Support Division	CDE
Troy Tickle	Assistant Superintendent	Placer County SELPA
Kristin Wright	Executive Director of Equity, Diversity, Early Intervention, and Support Services	Sacramento County Office of Education

CCEE Facilitators		
Mindy Fattig	Senior Advisor, System of Support	mfattig@ccee-ca.org
Jasmine Hennessy	Program Specialist, System of Support	jhennessy@ccee-ca.org
Vicki Barber	Consultant to CCEE	vbarber@edcoe.org
Jana Rosborough	Consultant to CCEE	jana@copernicus.solutions

ccee
California Collaborative
for Educational Excellence

Transformative Systems for Equitable Educational Outcomes (TSEE)

Areas of Focus (CA Educ. Code Requirements):

- Geographic Leads
- SELPA Improvement Leads
- SELPA Content Leads
- Community Engagement Initiative (CEI)
- 21st Century California School Leadership Academy (21CSLA)
  - Training and coaching for principals and other school leaders
  - Priority may be given to LEAs and COEs eligible to receive DA
- System of Support Evaluation
- IEP Template Expert Panel
- Special Education Educator Workforce Investment Grant (SpEd EWIG)
  - Sec 124: $20m
  - PD and implementation support.
  - Teachers and paraprofessionals
  - UDL for inclusive practices

ccee
California Collaborative
for Educational Excellence

The State established the Community Engagement Initiative to:

Build	Build capacity in communities and districts to have difficult conversations with each other and build trust, with a focus on improving outcomes for pupils
Identify	Identify effective models of community engagement and metrics to evaluate those models
Develop	Develop effective peer-to-peer partnerships between districts and COEs, utilizing CCEE's PLN structure, to deepen community engagement
Scale up	Scale up this work to improve community engagement statewide and incorporate practices that prove effective towards district and COE continuous improvement efforts
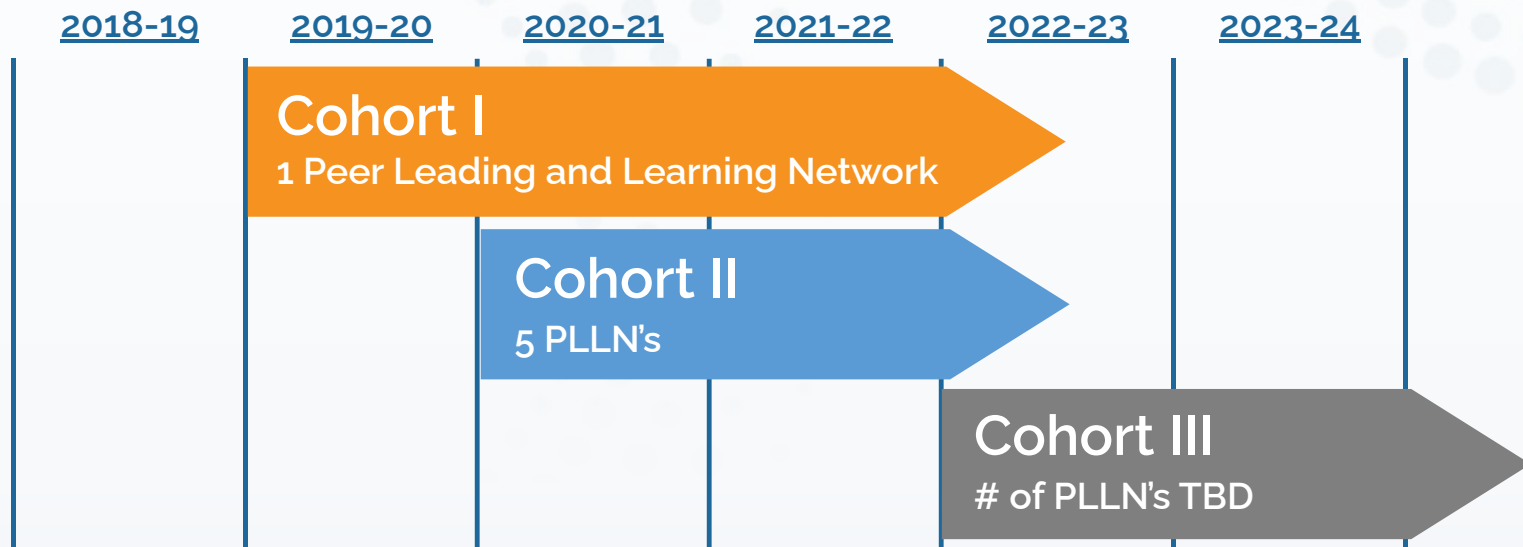
Year 1
Cohort I

Year 2–3
Cohort I & II
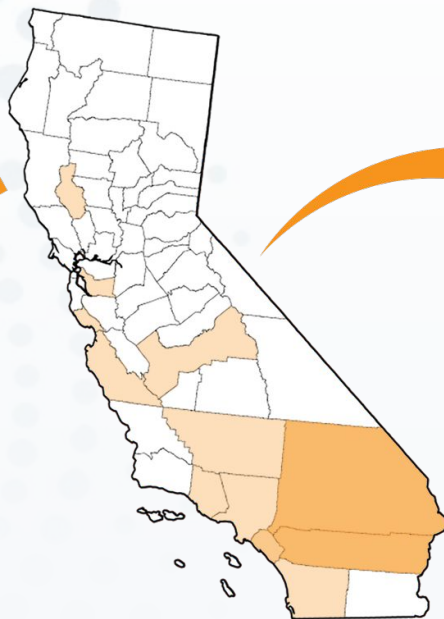
Year 4
Cohort I, II, & III

CEI Districts per County

0   7

ccee
California Collaborative
for Educational Excellence
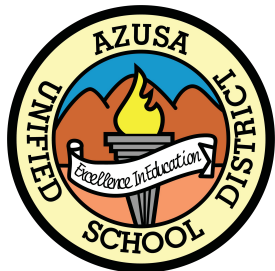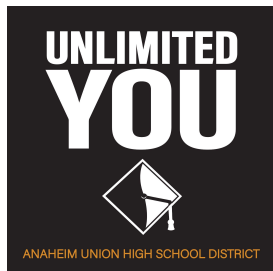
Cohort I

Cohort II
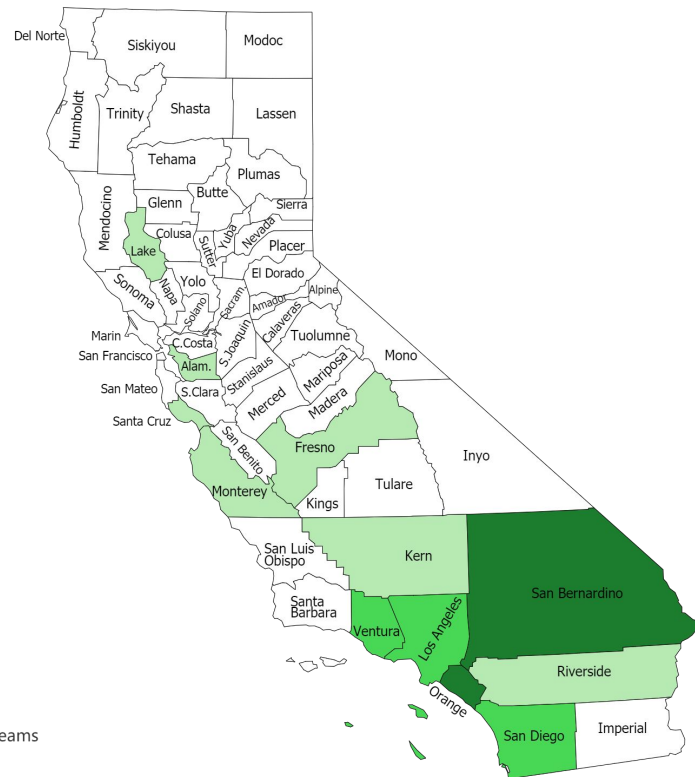
Cohort III Recruitment

Applications submitted by May 17, 2022

For more information visit californiaengage.org

May Revise: $100 million to expand CEI LEAs

Legend:
- Both Cohort I/Cohort II District Teams
- Cohort II District Teams
- Cohort I District Teams

ccee
California Collaborative
for Educational Excellence

Family/Parent Leaders

Bethany Bachman
Bakersfield City SD

Esther Franco
Anaheim Union HSD

Tony Flores
Chino Valley USD

Luz Maria Leon
Ontario-Montclair SD

Violeta Annette Lombera
Cajon Valley Union SD

Jessica Vargas
Oxnard SD

2022-23 State Funding Updates

Community Engagement Initiative (CCEE)

- $100 million (one time) to expand program

- 2018- $13.3 million (one time over 5 years)
  - Disseminates best practices for school-community interaction
  - Peer-to-peer coaching among LEAs

Special Education Local Plan Area (SELPA)

System Improvement Leads (SIL)

https://systemimprovement.org

El Dorado County

Riverside County

West San Gabriel Valley

Content Leads

Improving Outcomes for English Learners with Disabilities

California Autism Professional Training and Information Network (CAPTAIN)

Open Access - Learning and Participation for All

Equity, Disproportionality and Design (ED & D) project

ccee
California Collaborative
for Educational Excellence

SELPA System Improvement and Content Leads

- Current grants through June 2023
- RTI International evaluation
    - *All SELPA Lead* meetings for aggregate data (10/12/22, 01/30/23, 5/11/23)
    - 1:1 Lead meetings for disaggregate data

- Continue 1:1 State Agency and Lead Check-Ins
   - Focus on sustainability and impact for year 5

ccee
California Collaborative
for Educational Excellence

Special Education Resource Leads (2023-2028)

$10 million - up to 5 years grant allotment

Ed Code Section 52073.2 amended:

CCEE and the department (CDE) collaboratively select:

- SELPA, COEs, or consortia of SELPAs and COEs to serve as resource leads to work with lead agencies pursuant to Sections 52073 and 52073.1.
- At least 3 resource leads selected to ensure statewide capacity at local and regional levels
- At least one resource lead shall be selected to support the development and implementation of high-quality IEPs.
- ADR: $2 million allocation
  - At least one resource lead
  - In partnership with a family support organization, or coalition of family support organizations
  - Support to families of pupils with disabilities
  - Provide capacity building, training, and TA with conflict prevention and ADR in special education.
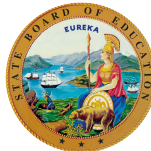
Geographic Leads (Geo Leads)
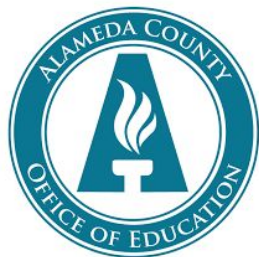
Geographic Leads

[Geo Lead Map](#)

- Current grants through June 2023
- July 2023 - Renewal process: "Solicitation for Request for Renewal"
- Open to only the current 7 Geographic Lead Agencies
- The new term will be minimum of 2 years (beginning July 1, 2023) with a third year if the expectations of the grant are met.
- "SRR" currently being developed with state agency partners

Questions and Wonderings

Support or Resources Needed

Concerns

Parking Lot link
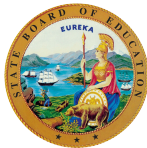
In Partners or table group:

1. Any items you learned about today for the first time?

2. How can this information apply to your work?

3. What questions/wonderings do you have about this work?

Statewide Workgroup Reports

- California Special Education Governance & Accountability Study (SEGA)

- California Statewide Individualized Education Program Report

- Part C to B for California Kids Report

  - California Alternative Pathways to a High School Diploma Report (next slide)

Alternative Pathways to Diploma

_AB 181_   (effective June 2022)

- Alternate diploma pathway for students with most significant cognitive disabilities (1%)
- An exemption not a waiver
- Consistent with recommendation from Alt Pathways workgroup

_SB 154_

- $1 million total
- By Oct.1, 2022 contract with a "federal comprehensive technical assistance provider"
- "...identify and develop alternative coursework and performance tasks for educators to use with students with disabilities who are not eligible for the California Alternate Assessments"
- $100,000 may be used by the department (CDE) to "convene state and national experts to collect and develop alternate coursework and performance task resources available for educators."
- On or before June 30, 2024 provide "alternative coursework options and performance tasks available for use in California schools that meet each state graduation requirement".

ccee
California Collaborative
for Educational Excellence

IEP Template Expert Panel

Background:

- $200,000 federal IDEA funds (one time)
- CCEE convene a panel, comprised of members selected in consultation with and subject to approval of the Executive Director of the SBE

Purpose:
- Continue refining the IEP template designed by the workgroup authorized in Chapter 6 of the Statues of 2020

Outcomes:
- On of before June 30, 2024 provide an update on the development of a state standardized IEP template to:
  - Chairpersons of relevant policy committees and budget subcommittes of the Legislature
  - Executive Director of the State Board of Education or the Executive Director's designee
  - Director of Finance

2022-23 State Funding Updates

PreK

- $10.8 million (one time Prop 98)

- $10.8 million (one time non Prop 98)
  - Waive family share of cost for children in State Preschool programs

Transitional K Educators

- Allows teachers w/PreK teaching permits who has BA/BS
  - Enrolled in course work for credential can teach TK (sunsets June 30, 2026)
  - Children turning 5 years old between Sept 2-Feb 2 (previously was Dec 2)

ccee
California Collaborative
for Educational Excellence

Serving SWDs in CA

All students are general education students first (SB 1113). Students with disabilities receive Supplemental Services and Supports based on individual needs.

Programmatically:

- Alignment and collaboration with general education staff
- Universal Design for Learning, MTSS and PBIS practices
- Needs analysis and resource identification for supports

Monitoring:

- Differentiated Assistance
- Annual Determination Letters - CIM process
- LCAP: Goals and Next steps

Statewide System of Support (SSOS)

- Goal is to build capacity at the LEA level with collaboration and integration of resources based on identified student and community needs.

- For all COEs and LEAs - provide Universal, Target and Intensive Supports in the SSOS with recognition of any differentiation of support based on needs of students, staff and community.
  - Clarity in these respective tiers of support and how to access the supports locally, regionally and statewide.

Statewide System of Support: Resources

CA Dept of Education:

https://caltan.info/

- Evidence Based resources in the areas of **assessment, collaboration, instruction, social emotional learning & behavior, and high quality IEPs.**

CA Collaborative for Educational Excellence:

https://ccee-ca.org/

- SSOS
- Resources
- News and Events

ccee
California Collaborative
for Educational Excellence

ABOUT CCEE

The CCEE is a statewide agency designed to help deliver on California's promise of a quality, equitable education for every student. The CCEE does this by working collaboratively with other state agencies, partner agencies, county offices of education, and stakeholders to address the most pressing needs of California's local educational agencies.

SUBSCRIBE

FIRST NAME   LAST NAME

EMAIL   ORGANIZATION

SUBMIT

CONTACT

California Collaborative for Educational Excellence
915 L Street, Suite 1430
Sacramento, CA 95814

Map It
916.619.7494
ccee@ccee-ca.org

California Department of
EDUCATION

Statewide System of Support: A few resources

https://systemimprovement.org/data-improvement

https://thebasics.systemimprovement.org/

https://udl.ccee-ca.org/

Our sincerest appreciation to **you** for continuing to make a difference for our students and communities!

Heather Calomese, CDE

hcalomese@cde.ca.gov

Mindy Fattig,CCEE

mfattig@ccee-ca.org

Questions?