



# Statewide System of Support Report

2022-2023

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

Established through the 2018 Budget Act, the SSOS creates a structure with specifically defined roles and responsibilities that is intended to ensure that universal supports are available statewide and that relevant expertise can be leveraged regardless of where a school district is located. The evaluation data presented in this report help us understand the initial impact of connections between state, lead, and local agencies; information sharing; collaboration among the state and lead agencies; and facilitation of continuous improvement and equity at the county office of education (COE) and local education agency (LEA) levels.

We provide survey findings and illustrative quotes centered around the research questions that have guided the evaluation. We also highlight potential areas for growth. Results are taken from surveys administered to lead agencies and county offices and from interviews with the agencies. Unless otherwise noted, survey results are from 2023 and 2020.

1

To what extent are the SSOS partners, including CCEE, CDE, SBE, Geo leads (GL), SELPA leads, and CEI leads, working together to develop and sustain a functioning SSOS?



## SURVEY FINDINGS

**59%** of lead agency survey respondents agreed or strongly agreed that the organizations or institutions they work with in the SSOS trust one another, up from **45%** in 2020.

**43%** of lead agency survey respondents agreed or strongly agreed that the organizations or institutions they work with in the SSOS have a clear sense of their roles and responsibilities, up from **27%** in 2020.

**46%** of lead agency survey respondents agreed or strongly agreed that the lead agencies have a shared understanding of what success looks like, up from **32%** in 2020.

**24%** of lead agency survey respondents agreed or strongly agreed that the statewide partners and lead agencies have a shared understanding of how success will be measured, up from **9%** in 2020.

**67%** of lead agency respondents agreed or strongly agreed that they believe their organizational activities are aligned with those of their fellow lead agencies/ statewide partners, up from **54%** in 2020.

## SSOS QUOTES

“We have been humbled by the way our work has been embraced and how comfortable our partners have felt in sharing their experiences and how they see themselves as part of our education system. I am encouraged by the vulnerability we have witnessed and by the collective “rolling up of sleeves” to do the work. We aim to continue this work and to highlight the collective expertise our state houses through our team’s commitment to scaling up, scaling down, scaling in, and scaling out. The work continues; and we could not be prouder to be included in it.”

“Over the past several years, various agencies across the SSOS have developed strong working relationships. Evidence of the impact of these relationships can be seen in the collaboration around support for LEAs. In this moment, when we are all seeing an increase in the numbers of LEAs eligible for support, these relationships, and the willingness to share expertise and resources, will provide a good foundation for the challenges ahead.”

“We are proud of the relationships we’ve built between staff and districts, and between counties. This has led to safe spaces to partner think. We’ve been able to share data and have open dialogues about areas for improvement that are student focused.... Partnering with others within the system of support has expanded our capacity and impact.”

“I believe the collaborative efforts have increased drastically in the last 18 months. The initial process of locating and understanding the other Leads was the initial barrier. Now we just need more opportunities to collaborate and identify like goals and supports. This has occurred primarily through our existing relationships and is evolving now as our relationships with other agencies grow.”

“We have only scratched the surface of what is possible in the system and have established phenomenal partnerships with other SSOS content and resource leads. We hope to be able to leverage these relationships to scale up our existing model and continue to build the capacity of leaders statewide.”



2

How and to what extent are the SSOS agency partners providing the necessary supports to help build capacity in the system?



## SURVEY FINDINGS

**74%** of COE respondents agreed or strongly agreed that they are aware of the services and resources provided with the SSOS, compared with **71%** in 2020.

**66%** of COE respondents agreed or strongly agreed that they are aware of how to access the services provided with the System of Support, compared with **64%** in 2020.

**59%** of COE respondents agreed or strongly agreed that the System of Support provides adequate resources to help their COE to effectively provide universal supports to LEAs compared with **71%** in 2022.

**55%** of COE respondents agreed or strongly agreed that the SSOS provides adequate resources to help their COE effectively provide supplemental/targeted supports to LEAs, compared with **65%** in 2022.

## SSOS QUOTES

“ We have developed trusting relationships within our geo area and have partnered with several Statewide System of Support Leads to provide professional learning and share resources related to our Theory of Action. We have utilized the internal expertise within the geo area to provide professional learning, share resources and assist in the coordination and calibration of the supports we provide to our districts. Our goal is to continue our work and expand our collaboration with other Statewide System of Support Leads.

“ Over the years, we have created clarity in our overarching mission of supporting students with disabilities. It has been many years in the making to create a collaborative effort to develop and align our deliverables. It was only until the past two years I would say (which is probably normal) that momentum was found and we were able to reach more educators to benefit from our work. An accomplishment I am most proud of is the relationships with educators we've built throughout California and the community we are building as a result of those relationships. We are not alone and no one person or organization has the answer - because of this we must continue to grow accessibility to our community.

“ We have provided professional learning in the areas of Data Inquiry, Principles of Continuous Improvement, Leadership, and other locally identified areas of need. We have often needed to contextualize some state-wide expectations and resources for our rural context and, as a region, we work together to share through collective inquiry. Goals for the future including building on what is working as well as intentionally leveraging the existing relationships and partnerships in our region to continue to build capacity in our area and expand existing expertise to agencies throughout the system.

“ We have developed a website and resources specifically designed to meet the needs of the practitioners and leaders who are charged to support ELs and ELs with Disabilities. Our goal is to be able to scale up our existing model to focus on Trainer of Trainer cohorts and build capacity in a more systemic manner to include collaboration with other resource/content leads and to more widely disseminate our resources.

3

How and to what extent is the SSOS reflecting a culture of continuous improvement and support?



## SURVEY FINDINGS

**94%** of COE respondents agreed or strongly agreed that their organization has incorporated a continuous improvement mindset into its own work in 2021, up from **87%** in 2020.\*

**69%** of COE respondents agreed or strongly agreed that the lead agencies have modeled continuous improvement in their own work in 2021, a decrease from **82%** in 2020.

*\* Continuous improvement items were not asked on the 2022 or 2023 surveys.*

## SSOS QUOTES

“ A continuous improvement approach informs all our work. We use data from the dashboard, plans, and other locally identified data to inform our ongoing continuous improvement efforts. ”

“ We have utilized resources from SIL to support district improvement for students with disabilities. We have used our continuous improvement for equity network to support PDSA cycles that include data. For example, we worked alongside one of our districts to complete empathy interviews and shadow students. The data collected from these efforts and a continuous improvement approach supported great reflection and prompted a deep district plan that is currently being implemented. ”

“ We have used qualitative feedback data to inform the needs of the system related to family engagement and designed support to districts based on their needs. Also, improvement science has been used as the foundation to identify root causes and PDSA cycles have been used to monitor and measure effectiveness. ”

“ To identify and address equity gaps, we have used the Dashboard when appropriate as well as local COE data. We have focused on using improvement science with our COEs and collected data and measured progress using PDSA cycles. This has been effective in improving practices and helping us determine who needs the extra support. ”



4

To what extent are state and lead agencies using data to identify areas of need and build their capacity to increase achievement and engagement to improve student outcomes?



## SURVEY FINDINGS

**38%** of lead agency respondents reported that their organization has been effective or highly effective in decreasing systemic bias and inequities within the California education system, compared with **48%** in 2022.

**55%** of agency respondents reported that their organization had been somewhat effective in 2023, compared with **40%** in 2022.



## SSOS QUOTES

“ To address equity issues, we have used survey data and problems of practice identified by schools or districts. Our districts create action plans and update others on progress at Peer Leading and Learning networks. Deeper analysis (disaggregation of data focusing on identified problems, such as attendance, parent participation, student academic success) is done by districts. ”

“ We use data from needs surveys and root cause analysis of LEAs to monitor the areas of need in the field so we can then align the system of support providers to match the needs of the field. ”

“ The Expert Lead led the Early Literacy Support Block Grant schools through a root cause analysis and needs assessment. The site built their Literacy Action Plans based on this process. Currently, the sites are implementing their plans, and we are supporting them with Plan-Do-Study-Act cycles. The sites are using data to evaluate their change ideas and adjust. Student progress is monitored with beginning, middle, and end of year data on early literacy indicators. Voluntary data collected last June on close to 1,000 students shows 97% of them made growth from the beginning to the end of the year. ”

“ We have found that there are “data deserts” and some elements of limited data literacy. The more time we can spend mining data and engaging in a multi-disciplinary team discussion the more effective we can be in identifying problems of practice. We all have blind spots, and data has a starring role in focusing in on the causes not just the symptoms. ”

“ We have used data to determine our diverse districts’ individual needs and created peer-to-peer mentoring so districts learn from each other. Districts use different strategies they’ve learned to engage student, family, & community voices as they address identified problems of practice ”

# 1 | AREAS FOR GROWTH

*Increased collaboration and reduction of silos*

“Lead agencies need to come together at the inception of a project and should be co-designing and delivering training and professional development to decrease the silos and increase integration within and across initiatives.”

“I think what is challenging is that there are so many good initiatives happening (in silos) across the SSOS. I am interested in the Engagement Framework and the Community Schools work but am challenged to develop an effective means to align this work to the work I do with leaders in CSLA in a way that supports and develops their leadership capacity while also simplifying and not confusing their current work and goals.”

“We believe that the work we are committed to leads to one goal, to serve our students and their families as well as our communities. We would like to see meaningful collaboration between agencies where open discussion is encouraged and supported as a means of generating actionable next steps that require a “team lift.” I believe that we need to model a connected silo approach to best move our collective work forward.”

“It would help to have regular meetings where we are focused on how we can leverage opportunities for collaboration. Often our meeting time is focused on sharing what our resources are. How might we instead create together?”

## 2 | AREAS FOR GROWTH

*Deeper work across lead agencies to address areas of need*

“ The SSOS would benefit with structured time and activities to not just collaborate, but to embed work together. How does each lead support Universal Supports/ Targeted Supports? What does each do for Intensive Support activities? Better understanding these issues will support the alignment of work and transition from competitive environments to collaborative. ”

“ I think that we need more opportunities to connect in smaller groups where we can dive deeper into learning and understanding the focus of our colleagues' projects to be able to bridge opportunities to collaborate and bring our work together to support making a greater impact on our students.... The partnerships we have started to build could be expanded and developed. ”

“ I suggest that we maintain monthly huddles, form workgroups comprised of representatives from different lead agencies with specific areas of focus so we can coalesce around solving specific problems together. We could focus on one timely topic/area of need at each all leads meeting and share projects and resources on that topic so we can start to see how all our work connects in service of students. ”



# 3 | AREAS FOR GROWTH

*Repository of resources and contact information for lead agencies*

“ We have asked for more opportunities to share with one another, and appreciate the response in the virtual and in-person meetings that are planned. We still struggle with how to support seamless access to resources for districts within the work. We’d appreciate a simple alignment, with a description of the work we are less familiar with, and a way to easily connect when a need arises in the moment. This might look something like a chart that includes some brief information, links, and contact information that we might reference as we are working with our partner counties and districts. We know this is a challenging task and would welcome other ideas. ”

“ As we plan forward, we would like to work to support more sharing between leads that would lead to more seamless and fluid sharing by counties with districts. We would like to support district use of these materials more frequently. It would be helpful to start expanding some of this work that has been focused regionally across the state. Currently, some initiatives are shared, but they are used within a specific region. ”

“ It would really help if resources were more organized with descriptors and summaries in one central location. It takes so much time trying to figure out where to locate this one thing that has been shared. Usually someone has the thing I’m looking for but I have to spend a LOT of time trying to locate it, and many times I give up even though I know I saw it in some meeting. ”

“ We need communication structures that share current work and resources for each agency, with clear information about who can access what and how. Perhaps an online hub of some sort with monthly updates sent out. It would be great if lead agencies were able to provide resources there that were more turnkey/ready to share and promote. ”