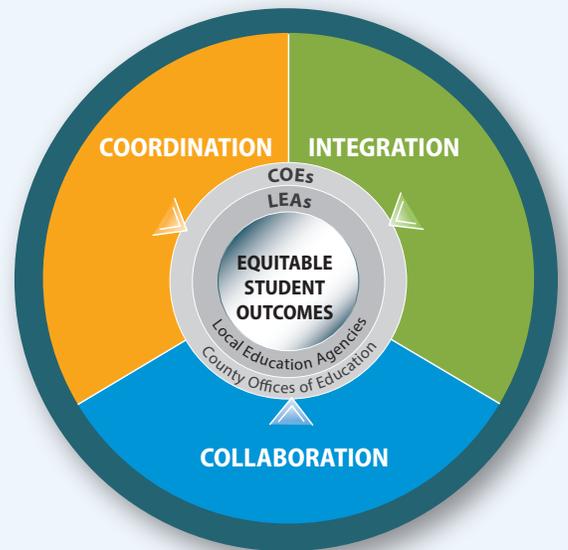


# The California Statewide System of Support

Welcome to the California Statewide System of Support, a vital component of the state's public school accountability system.

This comprehensive system leverages coordination, collaboration, and integration with various educational entities, including County Offices of Education (COEs), Local Educational Agencies (LEAs), and charter schools. The ultimate goal of the Statewide System of Support is to provide coordinated, needs-based, and differentiated resources and supports to LEAs that lead to improved services for all students evidenced by the closing of opportunity gaps and improved student outcomes.

Lead Agencies, often situated within designated county offices, provide expertise, programs, and resources, to empower local educators to leverage the wide variety of resources and supports at the universal, targeted, and intensive levels, to help meet the needs of their individual LEAs.



RTI International is the external evaluator of the Statewide System of Support (SSOS). In this brief we draw on data from surveys and interviews administered in 2024 to highlight the impact of the SSOS.

## COORDINATION

**Coordination** consists of agencies *sharing information and providing mutual support and learning*.

- **60%** of Lead agency staff believe that the Statewide Agencies are providing useful support to Lead Agencies in **clarifying roles and responsibilities** compared to 29% in 2020.
- **81%** of Lead and Statewide agency staff believe that the Statewide Agencies are providing useful support to Lead Agencies in **developing positive relationships** which is similar to the 77% who reported so in 2020.
- **67%** of Lead and Statewide agency staff believe that the State Agencies and Lead Agencies that they work with in the Statewide System of Support have a **clear sense of their roles and responsibilities** compared to 27% in 2020.

*"I am impressed with the flexibility of the Statewide System of Support and the Geographic Lead agencies to align other important work happening in the state. Specifically, we were able to create regional leads for the Capacity Building Grants and Fee Schedule that is fully integrated into the Geographic Lead agency infrastructure."*

—Geographic Lead Agency

*"The SSOS has made huge progress in the last two years in building cohesive practices among the group with consistent support from the California Department of Education (CDE), The California Collaborative for Educational Excellence (CCEE) and the State Board of Education [The three statewide agencies charged with coordinating the SSOS]."*

—SERL Lead

## INTEGRATION

**Integration** is reached when agencies show integrated strategies and collective purpose.

- **81%** of Lead and Statewide agency staff feel that **my organizational activities are aligned with those of my fellow lead agencies/statewide partners** compared to 54% in 2020.
- **61%** of Lead and Statewide agency staff believe statewide partners (CCEE, CDE, SBE) and lead agencies have a **shared understanding of what success looks like** compared to 32% in 2020.
- **39%** of Lead and Statewide agency staff believe statewide partners (CCEE, CDE, SBE) and lead agencies have a **shared understanding of what success looks like** compared to 9% in 2020.

*"High Quality IEPs and Pathways to Partnership partnered to create a family centered resource on procedural safeguards."*

*"Rural Math Collaborative is working with the California Math Project (CMP) to codesign Professional Learning Networks."*

*"The CCFAC [Geographical Lead Agency] collaboration with the Systems Improvement Lead (SIL) has been critical to support Differentiated Assistance (DA)/Continuous Improvement Monitoring (CIM) alignment."*

## COLLABORATION

**Collaboration** occurs when lead agencies identify *common tasks and move towards compatible goals*.

- **64%** of Lead and Statewide agency staff believe that the State Agencies and Lead Agencies in the Statewide System of Support **invest the right amount of time in collaborative efforts** compared to just 38% in 2020.
- **77%** of Lead and Statewide agency staff believe that the Statewide Agencies are providing useful support to Lead Agencies in **building collaborative opportunities** with other Lead Agencies **efforts** compared to 71% in 2024.

*"Collaborating with other Students with Disabilities (SWD) SSOS projects has been a positive and valuable experience. We appreciate their time and expertise and have also been able to contribute to their professional learning opportunities in return. Feedback from the field has been overwhelmingly positive, highlighting the impact of our project's work. We are providing professional learning opportunities and resources to a specific group of practitioners who are often overlooked in these initiatives."* —Lead Agency

*"Cohesion, clarity, and consistency has been a focus and it shows. Practitioners statewide are becoming more familiar with what's available to support them and their students from the entirety of the system."* —SERL Lead

## IMPACT

By facilitating connections between state, district, and school leaders, Lead Agencies are strengthening cross-agency collaboration and enhancing the capacity of local educators to drive meaningful change in their schools and districts.

- Sacramento County has worked with Supporting Inclusive Practices (SIP) and System Improvement Leads (SIL) to facilitate an Inclusion Academy for LEAs teams to learn and develop plans for inclusive practices.
- CA PBIS is supporting integration of school based mental health services into MTSS structures to help in multiple LEAs define district community leadership teams and partner with community agencies in the development of these processes.
- A USD utilized Project MUSE tools and the CA Practitioner's Guide for Educating English Learners to provide professional learning on Linguistically and Culturally Appropriate Assessment Practices and provided district wide training on reclassification procedures. LRE data for dually identified students have shown significant gains.
- The California Early Childhood Special Education Network (CaECESE) has provided professional learning to LEAs which are making commitments to specific program changes that will positively impact inclusive opportunities for preschoolers who receive special education services.