

# California Special Education Leadership Symposium

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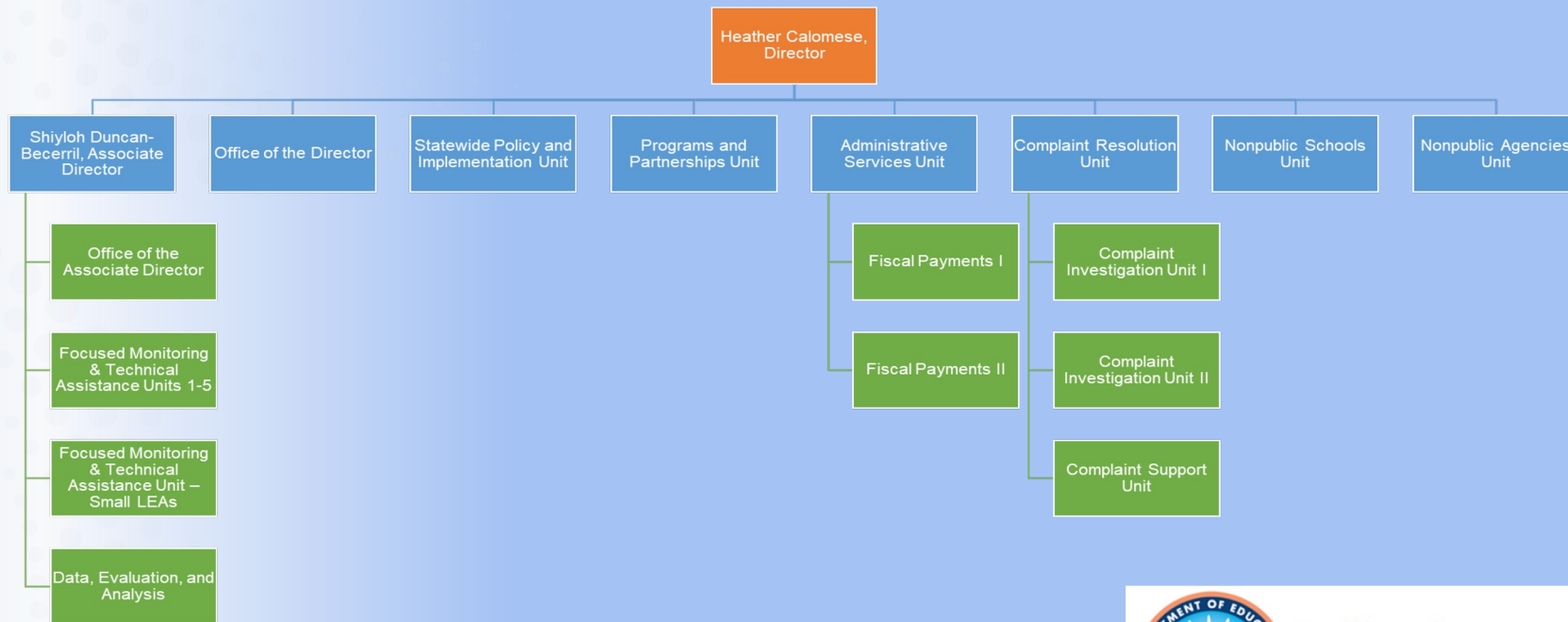
CA Special Education Leadership Symposium  
May 19, 2022  
Santa Ana, CA

# Agenda

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- Welcome
- Your State Agencies and their collective work
- Statewide Workgroup Reports
- 2022-23 Governor's Budget Proposal/May Revise
- Special Education Studies

# Special Education Division



# Focused Monitoring for Improvement

What you monitor exemplifies what you value

What we value?

- Improving outcomes of students with disabilities

What will be the focus of our monitoring?

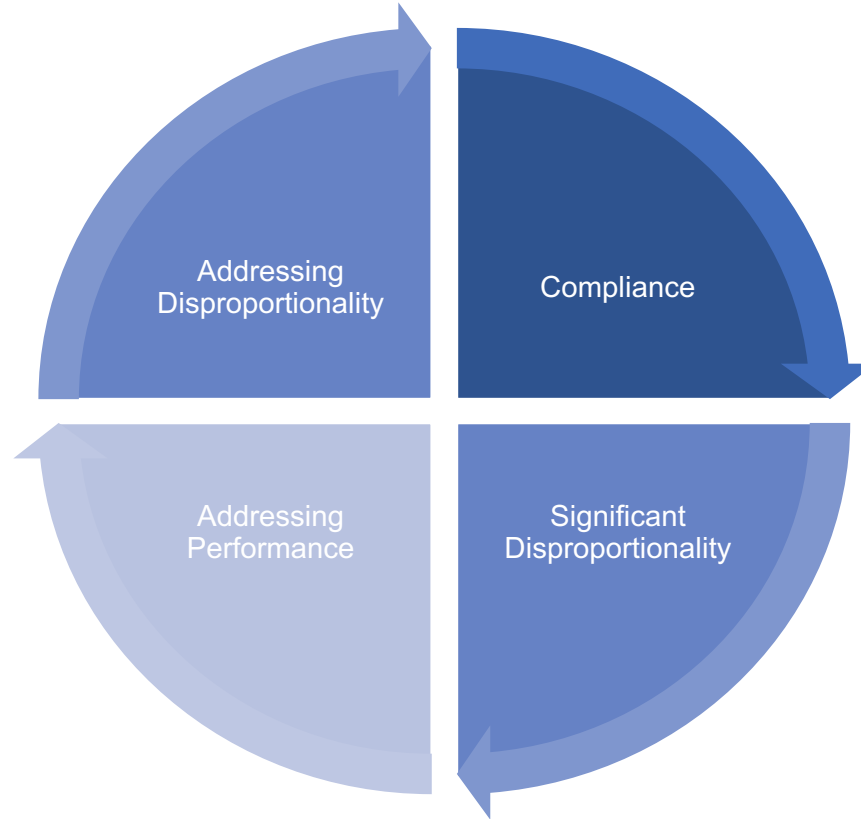
- Improvement
- What about compliance? It will be part of the process but not the primary focus

Traditionally CDE's monitoring has focused on compliance which translated into a value of checking the boxes

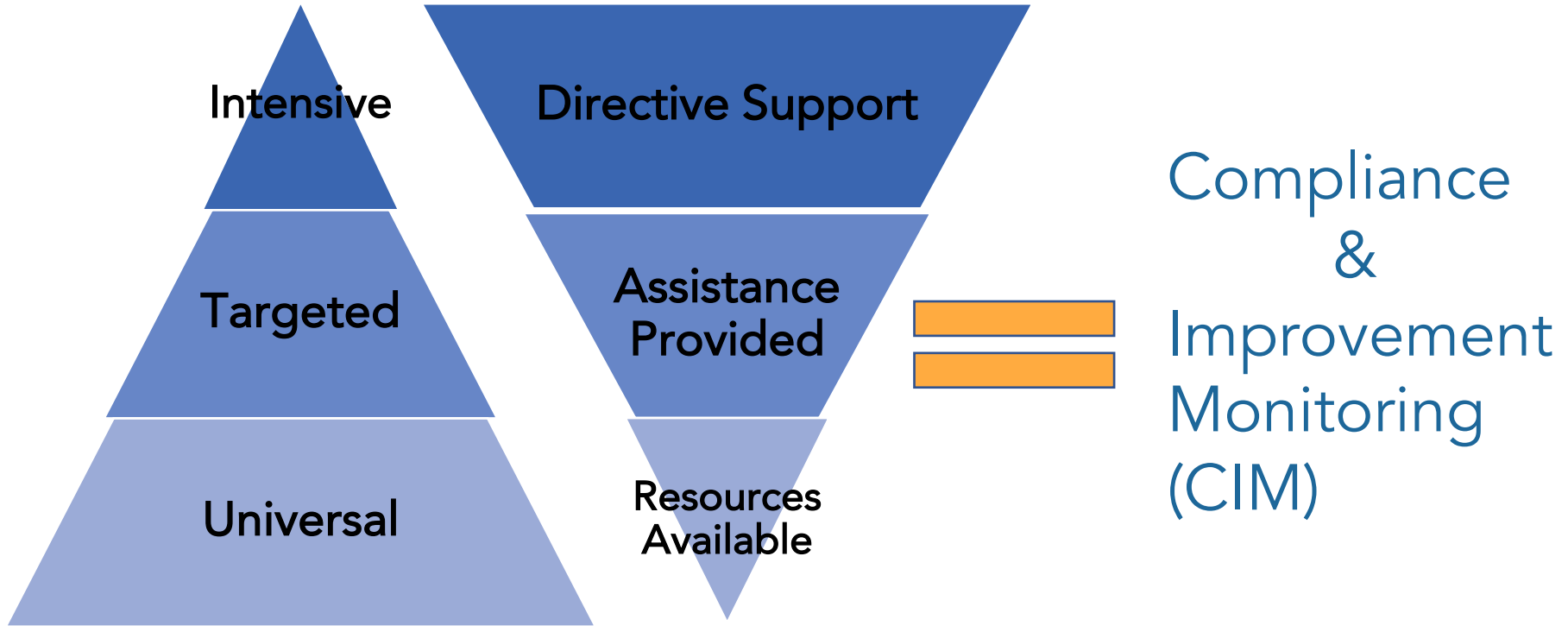




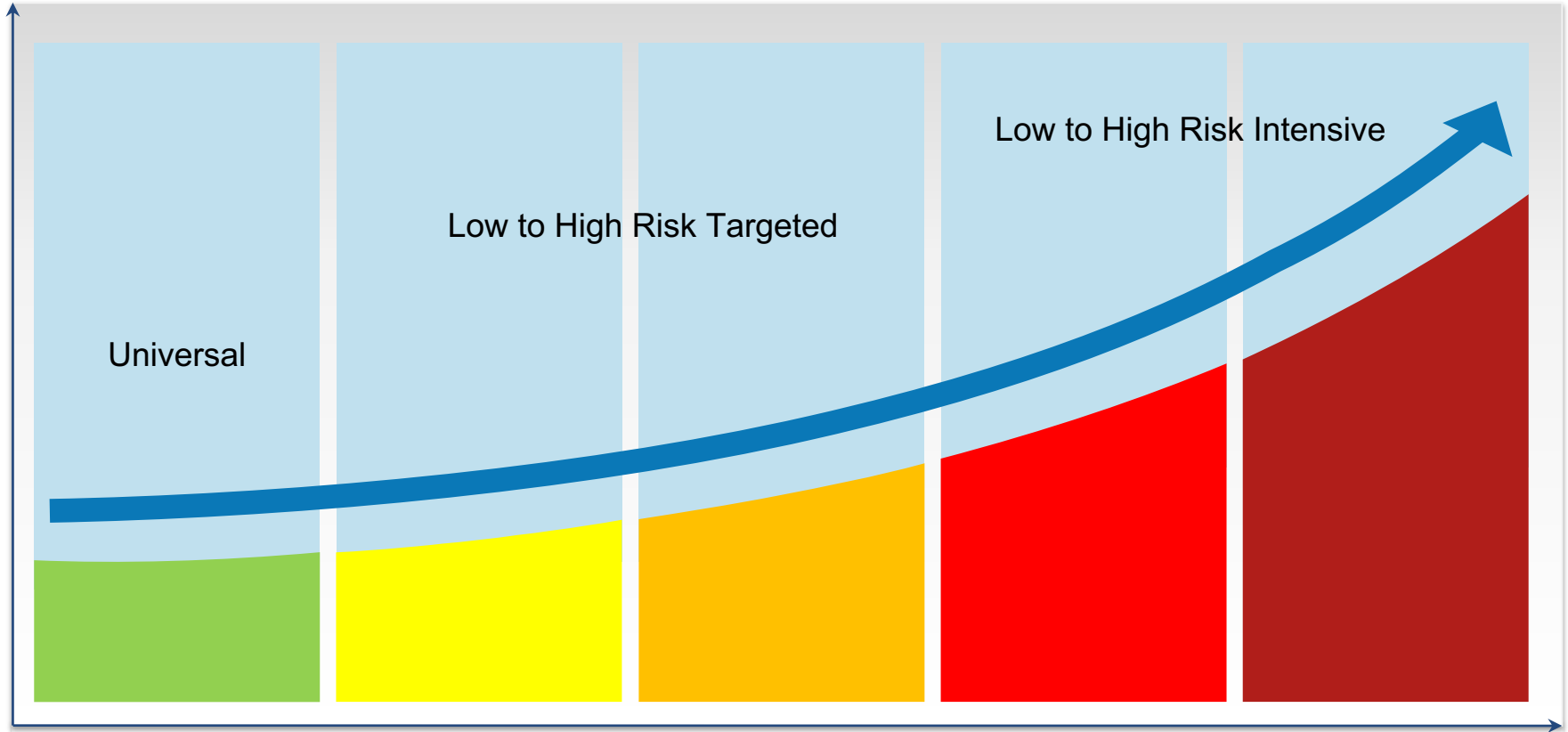
# What will this look like in the Spring of 2022



# So what does that look like in Monitoring



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



# What is the CIM Process?

Step 1:  
Gather and  
Inquiry

What is  
occurring?

Step 2:  
Investigate

Why is this  
happening?

Step 3:  
Plan

How can we  
address it?

# How will I find out what my monitoring tier is?

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

# When will all of this occur?

March

Annual Determination  
Letter

Instructional Webinars

March-June

CIM Step 1

Gather and Inquire

July-September

CIM Step 2

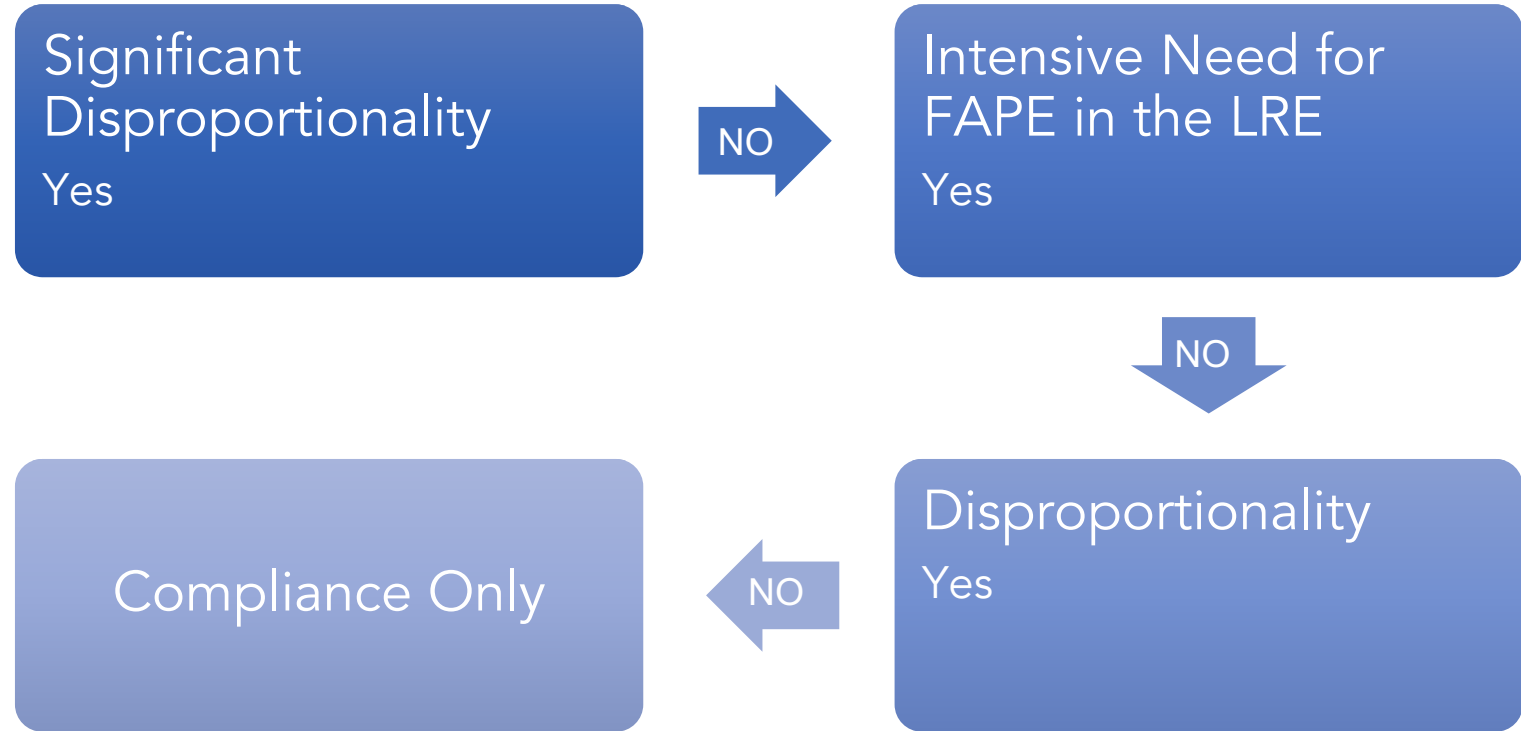
Investigate

October-November

CIM Step 3

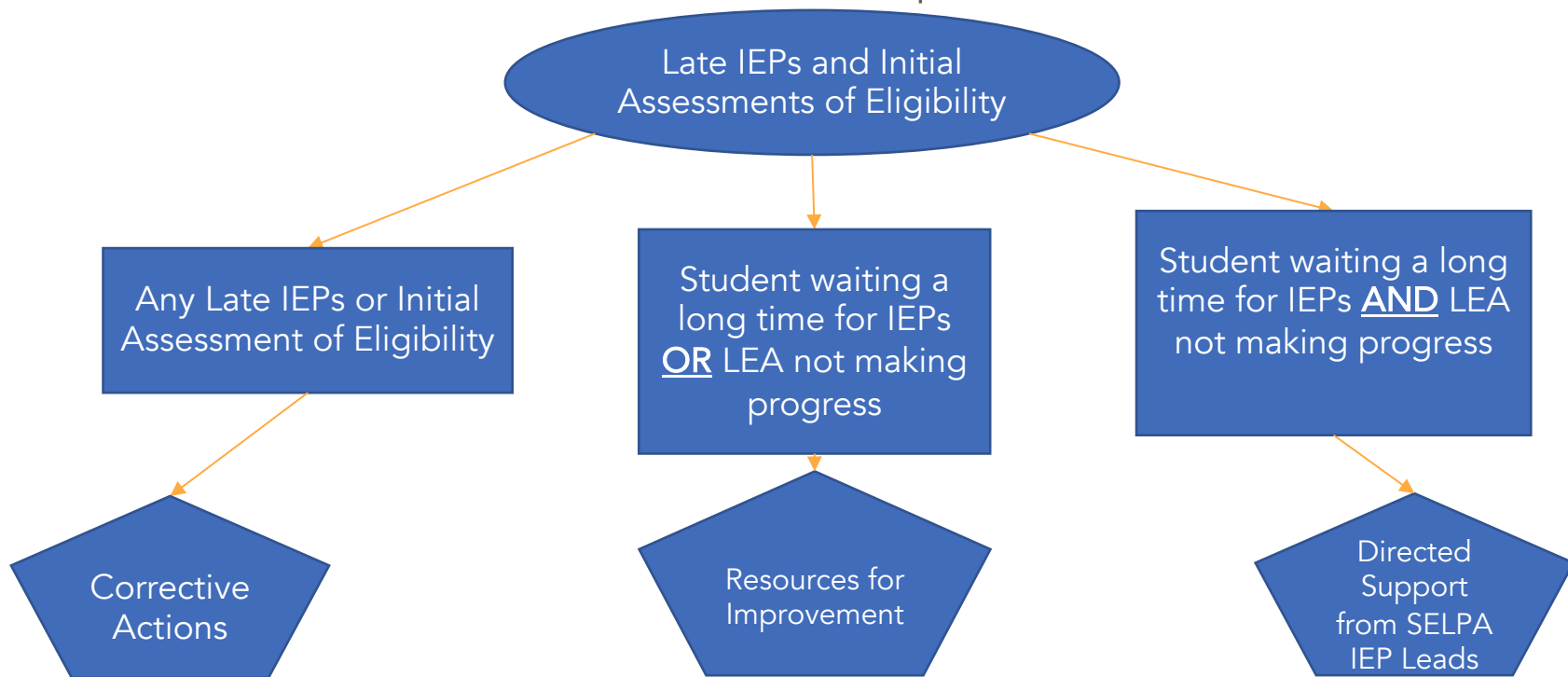
Plan  
November 1 Plans due

# Which Performance Area Will be the Focus in the CIM for each LEA?



# What about Compliance?

## Timeline Non Compliance



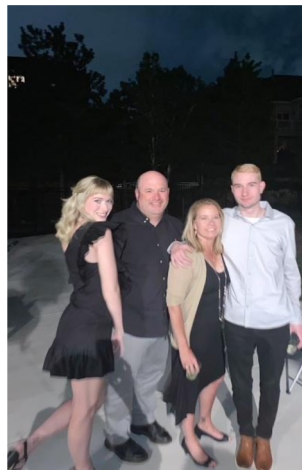


# What is the key difference between the CIM and previous Special Education Monitoring Activities?

- 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?







# Statewide 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.



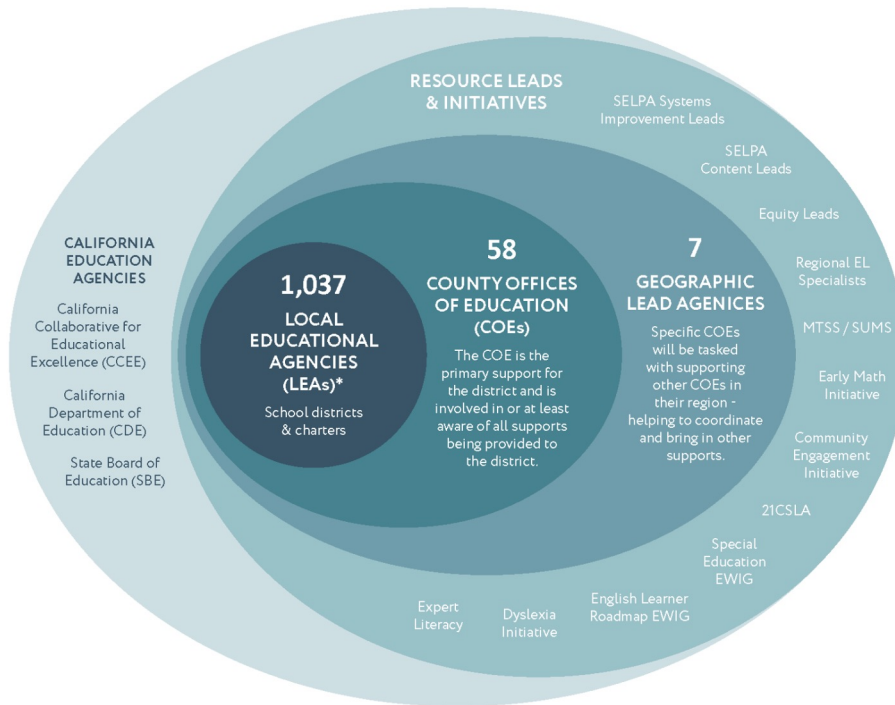
### LEVEL 2 DIFFERENTIATED ASSISTANCE

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.



# 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.

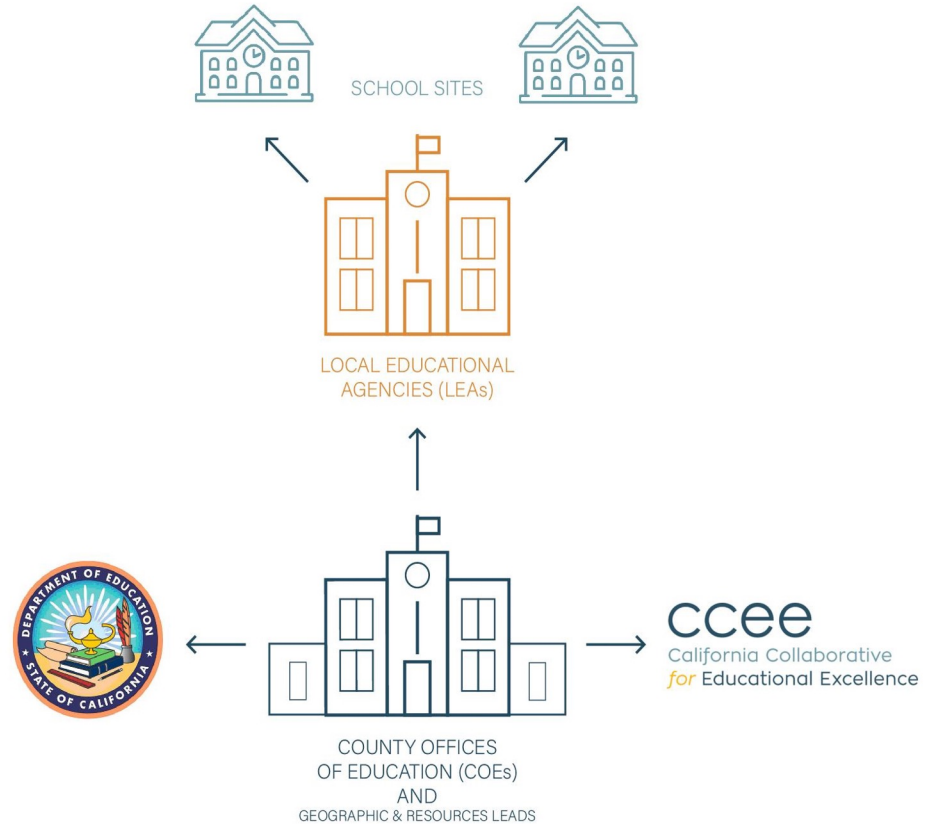
- Facilitate and enable communication among COEs and Lead Agencies
- Co-Lead the work of the Community Engagement Initiative
- Facilitate the work of the SELPA Lead Agencies
- Raise the effectiveness and impact of education practices statewide
- Collaborate on innovative projects
- Evaluate the system of support

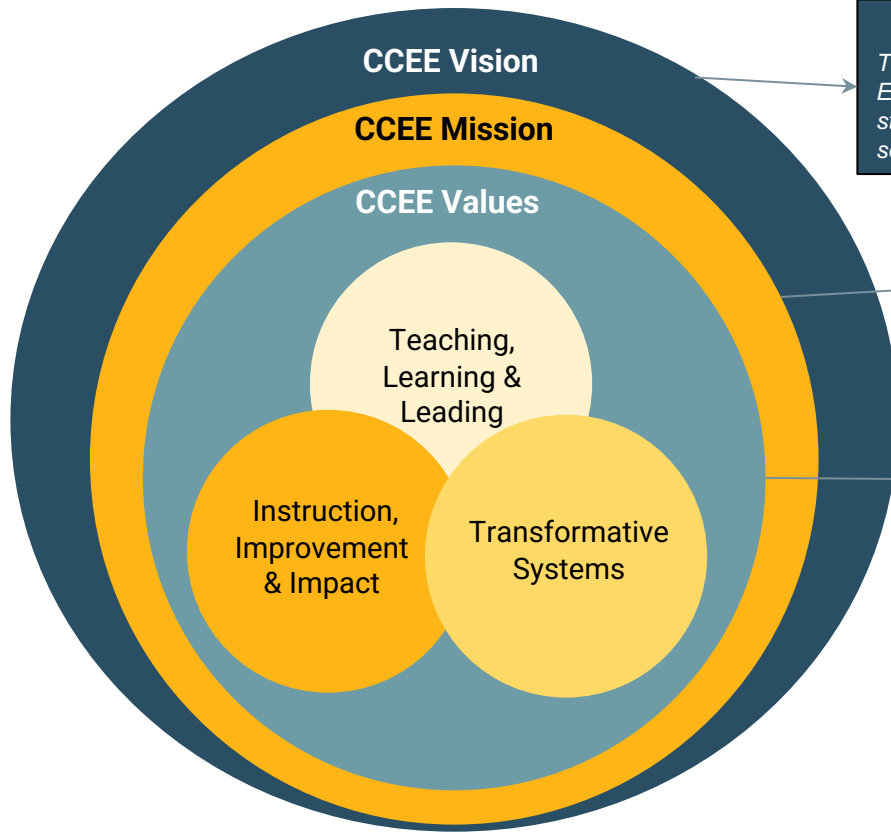
CCEE is:

- 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





### 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 .



## ***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



## TRANSFORMATIVE SYSTEMS FOR EQUITABLE EDUCATIONAL OUTCOMES



**CHRIS HARTLEY**  
Deputy Executive Director

**FOCUS:**  
Statewide System of Support  
Geographic Leads  
System of Support Evaluation  
Operations



**DAVID M. TOSTON**  
Senior Advisor of Equity & Innovation

**FOCUS:**  
Special Education EWIG  
Early Literacy Support Block Grant  
Reading and Writing Intervention  
System of Support Evaluation  
Community Engagement Initiative  
Operations



**MINDY FATTIG**  
Senior Advisor of System of Support

**FOCUS:**  
Geographic Leads  
SELPA System Improvement Leads  
SELPA Content Leads  
System of Support Evaluation



**RONI JONES**  
Assistant Director, System of Support

**FOCUS:**  
System of Support Evaluation  
Statewide Support for LEAs  
Communications & Partnerships



**STEVEN STERLING MITCHELL**  
Assistant Director, Community  
Engagement & System of Support

**FOCUS:**  
Community Engagement Initiative  
System of Support Evaluation



**ANDREW LAWTON**  
Program Specialist

**FOCUS:**  
Community Engagement Initiative

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

**JASMINE HENNESSY**  
Program Specialist



**FOCUS:**  
SELPA Content Leads  
Early Literacy Support Block Grant  
Reading and Writing Intervention

**MELISSA HODGSON**  
Program Specialist



**FOCUS:**  
Statewide System of Support  
Statewide System of Support Core  
Working Group  
Students With Disabilities Collective

**KASHANI DANIELS**  
Program Specialist



**FOCUS:**  
Geographic Leads  
System of Support Evaluation  
Statewide System of Support

**NICOLE LOBESE**  
Program Specialist



**FOCUS:**  
Community Engagement Initiative

**EMMA OH**  
Fiscal Analyst



**FOCUS:**  
Operations

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



# One System Collective

- Meaningfully include/integrate SWD into SSOS
- Coordinate, integrate and communicate out various state initiatives for LEA understanding and implementation
- Identifying, organizing, feedback from the field and dissemination of best practices:
  - Inclusion
  - Communicative Competence and Literacy
  - Behavioral Mental Health and Social-Emotional Learning



## Policy Council

- Cross agency representatives
- Ensure work is aligned, integrated and coherent with the SSOS with equity focus for all students.

## Committees

- Co-Chairs: recognized leaders from both special education and general education
- Resource mapping, tools, networks and dissemination of information for implementation
- Strategies to mitigate any barriers that currently exist for implementation

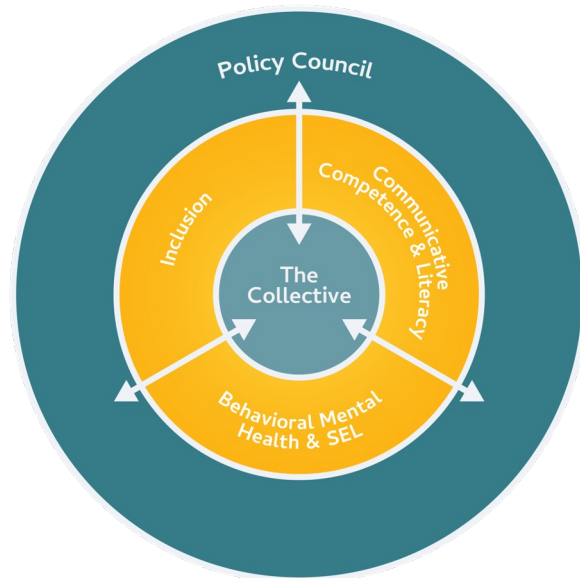
## The Collective

- All Educational partners (educators, families, organizations, community)
- Provide input, feedback, recommendations on strengths and barriers regarding SSOS

ccee

California Collaborative  
for Educational Excellence

# One System Collective





# Community Engagement Initiative

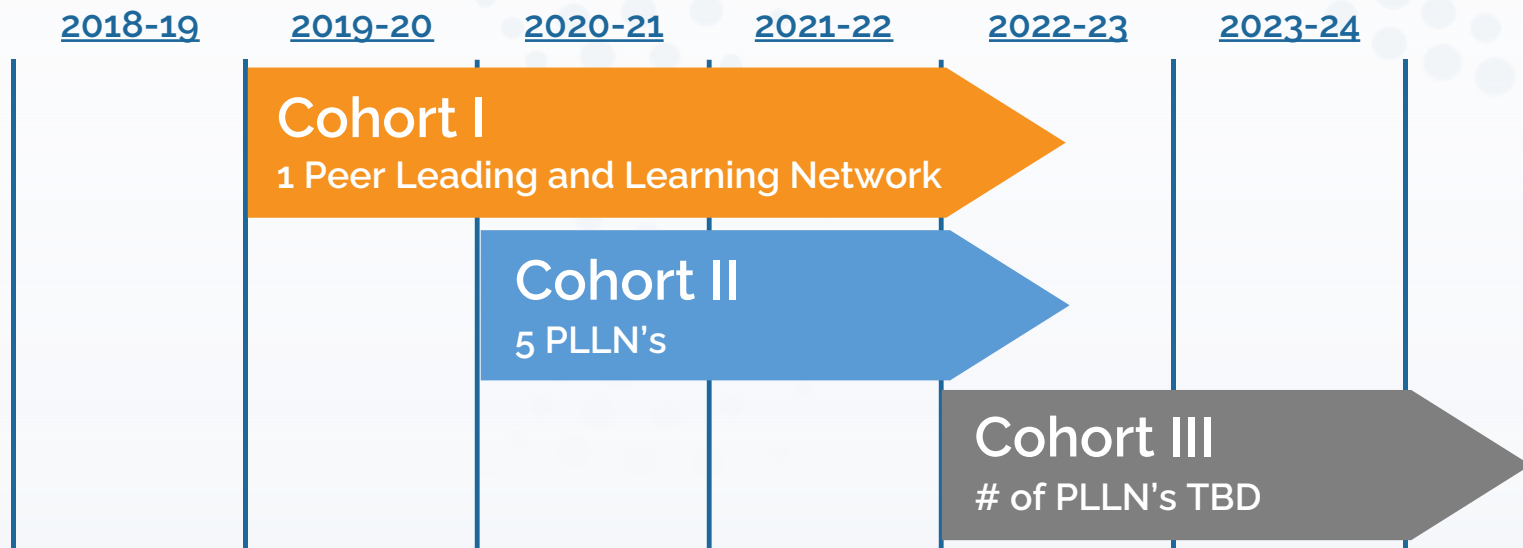
ccee

[californiaengage.org](http://californiaengage.org)

# The State established the Community Engagement Initiative to:

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

# Initiative Timeline





# The Community Engagement Initiative

Jointly Led by:

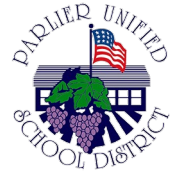


In partnership with...

# Cohort I



# Cohort II

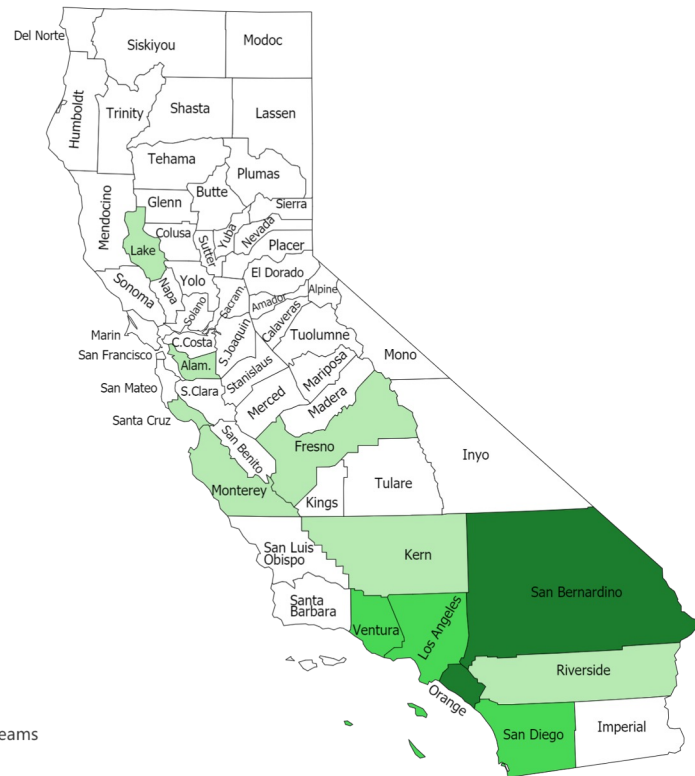


# Cohort III Recruitment

## Applications due May 17, 2022

**For more information visit  
californiaengage.org**

May Revise: \$100 million to expand CEI LEAs



■ Both Cohort I/Cohort II District Teams

 Cohort II District Teams

 Cohort I District Teams

# 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*

# State Special Education Local Plan Area (SELPA)

## System Improvement Leads



El Dorado County



Riverside County



West San Gabriel Valley

## Content Leads



Improving Outcomes for  
English Learners with  
Disabilities

**ccee**  
California Collaborative  
for Educational Excellence



California Autism Professional  
Training and Information  
Network (CAPTAIN)

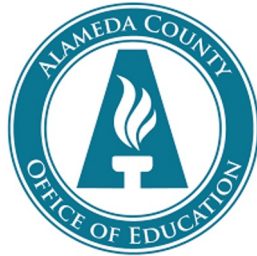


Open Access -  
Learning and  
Participation for All



Equity,  
Disproportionality and  
Design (ED & D) project

# Geographic Leads



# Questions?



# Statewide Workgroup Reports

- California Special Education Governance & Accountability Study (SEGA)
- California Alternative Pathways to a High School Diploma Report
- California Statewide Individualized Education Program Report
- Part C to B for California Kids Report



# 2022-23 Governor's Budget & Trailer Bill

## May Revise

- Special Education Base Rate Calculations
- Extraordinary Cost Pools
- Educationally-Related Mental Health Services funding
- Special Education addendum to the LCAP
- Statewide IEP Template
- Alternate Pathway to a Diploma and Alternate Coursework
- Part C to B Resources

# Serving SWDs in CA

All students are general education students first. 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)

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- 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/>



**UDL** | JOURNEY  
GUIDE

# Questions?

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

Heather Calomese, CDE

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Mindy Fattig, CCEE

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