

**STATE PERFORMANCE PLAN / ANNUAL PERFORMANCE REPORT:
PART B**

**for STATE FORMULA GRANT PROGRAMS under the Individuals with Disabilities
Education Act**

**For reporting on
FFY 2021**

California



PART B DUE February 1, 2023

**U.S. DEPARTMENT OF EDUCATION
WASHINGTON, DC 20202**

17 - Indicator Data

Section A: Data Analysis

What is the State-identified Measurable Result (SiMR)?

California's State Systemic Improvement Plan (SSIP) addresses plans for improving outcomes for students with disabilities (SWD). California's State-identified Measurable Result (SiMR) is the performance of all SWD who took the California Assessment of Student Performance and Progress in both English Language Arts and Mathematics. California's SSIP is focused on creating systemic and sustainable changes, including necessary alignment in statewide accountability and improvement structures like the State System of Support (SSOS) to improve outcomes for SWD.

Has the SiMR changed since the last SSIP submission? (yes/no)

NO

Is the State using a subset of the population from the indicator (e.g., a sample, cohort model)? (yes/no)

NO

Is the State's theory of action new or revised since the previous submission? (yes/no)

NO

Please provide a link to the current theory of action.

<https://www.cde.ca.gov/be/ag/ag/yr17/documents/mar17item01.doc>. (This downloads a Word document) attachment 4

Progress toward the SiMR

Please provide the data for the specific FFY listed below (expressed as actual number and percentages).

Select yes if the State uses two targets for measurement. (yes/no)

NO

Historical Data

Baseline Year	Baseline Data
2016	14.50%

Targets

FFY	2021	2022	2023	2024	2025
Target >=	14.00%	15.00%	16.00%	17.00%	18.00%

FFY 2021 SPP/APR Data

Number of Children with IEPs scoring at or above proficient against standards	Number of Children with IEPs who received a valid score and for whom a proficiency level was assigned for the assessment	FFY 2020 Data	FFY 2021 Target	FFY 2021 Data	Status	Slippage
115,821	822,979	13.10%	14.00%	14.07%	Met target	No Slippage

Provide the data source for the FFY 2021 data.

The data for California's SSIP comes from the California Assessment of Student Performance and Progress in both English Language Arts and Mathematics from the FFY 2021 school year.

Please describe how data are collected and analyzed for the SiMR.

The data for the SiMR is collected through the California Assessment of Student Performance and Progress database. The data is then analyzed and compiled by the CDE for the annual EdFacts data submission.

Optional: Has the State collected additional data (i.e., benchmark, CQI, survey) that demonstrates progress toward the SiMR? (yes/no)

Did the State identify any general data quality concerns, unrelated to COVID-19, that affected progress toward the SiMR during the reporting period? (yes/no)

NO

Did the State identify any data quality concerns directly related to the COVID-19 pandemic during the reporting period? (yes/no)

NO

Section B: Implementation, Analysis and Evaluation

Please provide a link to the State's current evaluation plan.

<https://www.cde.ca.gov/be/ag/ag/yr16/agenda201603.asp>, Item 20. Attachment 1 and 2.

Is the State's evaluation plan new or revised since the previous submission? (yes/no)

NO

Provide a summary of each infrastructure improvement strategy implemented in the reporting period:

Equity, Disproportionality and Design: Preventing Disproportionality in Our Schools
As a Special Education Local Plan Area (SELPA) content lead within the SSOS, San Diego South County SELPA through the "Equity, Disproportionality and Design: Preventing Disproportionality in Our Schools (ED&D) program is focused on building capacity in other SELPAs to lead a movement towards effective solutions for improving equity and decreasing disproportionality. As highlighted in the FFY 2020 SSIP, ED&D developed a tiered support model called Level 1 (universal), Level 2 (structured), and Level 3 (targeted). Universal support included capacity building through blog posts, the Equity Network Project, Podcasts, professional development (PD) workshops and presentations at local and state conferences. Targeted support included PD geared toward specific LEA identified needs, use of the Equity Dispro Data System (EDDS) and providing practical routines to integrate equity and data into regular existing meetings. Intensive support included individualized coaching sessions with LEA teams regarding implementation of Multi-Tiered Systems of Support (MTSS) in the areas of academics, social-emotional learning and behavior, as well as intensive data analysis with LEAs examining disproportionality data trends.

Through a human-centered approach, the ED&D team has continued to promote equity and prevent disproportionality to meet the needs of LEA's. Since the last report, ED&D has expanded to include TA support for LEAs in Targeted Level Two Disproportionality in collaboration with the CDE. The team continues to scale awareness and action about disproportionality by providing PD, presenting at conferences, individualized coaching and TA.

Open Access Project

The Placer County SELPA Open Access (OA) project serves as a SELPA content lead within the SSOS focused on improving outcomes for SWDs by providing students with access to quality curriculum and participation and active engagement with learning in inclusive settings by eliminating barriers to learning. The OA Project supports integrated planning and learning for all students while promoting equity and inclusion. The project focuses on optimizing teaching to ensure all students have access to rigorous standards using an equity lens to support teaching and identifying where students are through intentional instructional planning.

The OA project improves inclusive practices through building educator's skills (content, competence and confidence) in leveraging effective instructional practices in the areas of Universal Design for Learning (UDL) and assistive technology (AT), including Augmentative Alternative Communication (AAC).

In Universal Support TA, OA developed and disseminated over 100 robust, actionable print and online resources and tools across the three content areas. In the area of Targeted Support TA, OA developed actionable tools and resources to support teams who have identified UDL and AT as potential frameworks for guiding improvement work. The aim for targeted support is to develop a needs assessment and potential understanding outcomes regarding student-access related areas; understanding the implementation journey; and to complete readiness assessment in order to make informed decisions prior to engaging in the work. Intensive Support TA is focused on building regional leadership teams with extensive resources and knowledge to support SELPAs, LEAs and County Office of Education (COEs) to build capacity in the chosen strand of practice. Intensive Supports are specifically designed to leverage the science and practices of implementation and continuous improvement to focus whole systems (leaders and educators) on understanding how UDL and AT (including AAC) can promote equity and inclusion in the educational system.

California Autism Professional Training and Information Network

Marin County SELPA, in partnership with the California Autism Professional Training and Information Network (CAPTAIN), serves as the SELPA content lead within the SSOS to build SELPA capacity across the state to support the implementation of Evidence-Based Practices (EBPs) for Autism and other developmental disabilities.

SELPA System Improvement Leads

The System Improvement Leads (SIL) project works collaboratively within the SSOS to build the capacity of SELPAs and LEAs with a common goal of improving outcomes for SWDs. The SIL project developed and implemented a wide range of tools, resources, and trainings that benefit educators around the state. SIL resources support the vast learning styles of educators in California (e.g., guidebooks, handouts, on-demand videos) with emphasis on the following three areas: data use and governance, continuous improvement, and high leverage practices.

The improvement data center (IDC) is one key infrastructure of the SIL project. The IDC houses the Data Quality Toolkit, which is a centralized resource to help improve data quality, and the Data Tools, which is a comprehensive suite of data tools that help LEAs to better understand and monitor their data specific to the 14 indicators in the APR. The IDC Data Tools provides: data visualizations for six years of SPP indicator data, access to annual performance reports, and analytic tools to use with data files extracted from CALPADS for more real-time analysis. The SIL project also updates the State Performance Plan Indicator (SPPI) Guide annually to coincide with the release of the annual performance reports. The SPPI guide has become a critical resource for LEA teams seeking to understand and utilize this valuable data set.

The SIL team provided a wide range of continuous improvement and system thinking trainings including: Introduction to Improvement Science, Improvement Science Basics, Root Cause Analysis, and Compassionate Systems Leadership. One core offering, Improvement Science Basics, is a four-month course designed to provide a hands-on introduction to the tools and principles of improvement science. SIL improvement facilitators guide teams through the System Improvement Journey by providing coaching support, connecting teams to tools and resources, and facilitating capacity building. In an effort to build capacity around the implementation of High Leverage Practices, the SIL Team developed guidebooks, handouts, online on demand training modules and in-person training opportunities meant to improve outcomes for students with disabilities.

Imperial County SELPA

The Imperial County SELPA (IC SELPA) Improving Outcomes for English Learners (ELs) with Disabilities content-lead team is a partner within the SSOS, assisting SELPAs and their respective LEAs and COEs with striving for equity & access for all students. The IC SELPA team provides in-person & virtual PD and TA statewide. In so doing, the IC SELPA team provides support within the SSOS as capacity builders, connectors, and facilitators.

The IC SELPA's work has been built around assisting the CDE with the statewide dissemination and implementation of the California Practitioners' Guide for Educating English Learners with Disabilities. The IC SELPA has created various PD, a website which hosts numerous resources, and has engaged in TA with practitioners statewide, to improve the practices of SELPA, COE & LEAs. Practitioners are provided with support to address key themes and topics within the CA Practitioners' Guide for Educating ELs with Disabilities to include, but not limited to:

- MTSS and targeted interventions for multilingual learners,
- Pre-referral & referral processes,
- Culturally & linguistically appropriate assessment,
- Sound evidenced-based instructional practices & pedagogy for ELs with disabilities
- IEP development
- Reclassification of ELs with disabilities.

Through this work, practitioners have engaged in identifying gaps in practice(s), effective processes, policies, supports & services for improving outcomes for ELs with disabilities.

Describe the short-term or intermediate outcomes achieved for each infrastructure improvement strategy during the reporting period including the measures or rationale used by the State and stakeholders to assess and communicate achievement. Please relate short-term outcomes to one or more areas of a systems framework (e.g., governance, data, finance, accountability/monitoring, quality standards, professional development and/or technical assistance) and explain how these strategies support system change and are necessary for: (a) achievement of the SiMR; (b) sustainability of systems improvement efforts; and/or (c) scale-up.

ED&D

The ED&D team identified different ways to meet the challenge of measuring student-level outcomes, while also focusing on building capacity for good data use and the implementation of MTSS to prevent disproportionality. ED&D collected comprehensive survey data from LEAs all over California about disproportionality awareness, practices that contribute to disproportionality, and practices that reduce disproportionality. ED&D continues to use the data to inform and develop more services for promoting equity in schools.

The ED&D team used different techniques to measure the impact of the work on California school systems. The measurement used included the use of surveys, collection of personal stories, process metrics, and interviews with training participants by the external evaluator about the use of ED&D tools. The ED&D team is expanding services and tools focused on proactively building capacity for good data use and the implementation of MTSS to prevent disproportionality. Through extensive TA, ED&D has supported 74 LEAs with targeted professional learning focused on analyzing data, gathering feedback from the community, and creating a plan to prevent disproportionality in the future.

OA Project

The OA project measures impact at three levels of implementation: Regional (system), Regional Leads (training and coaching fidelity) and participant (fidelity with targeted skills and instructional practices).

Regional Readiness Assessments are completed at the beginning, mid-point and end of the project. The system-level assessment enables the leadership team to look at key infrastructure needs that contribute to established barriers and key leverage points for improvement (such as establishing the practice of evaluating AT or AAC effectiveness across environments during naturally occurring and structured activities).

The intensive TA projects of the resource lead grant were designed so that grantees would have the opportunity to engage in active implementation planning and continuous improvement work in order to use this experience to better refine their ability to build systems needed to create universal access to learning for all students. All of these efforts demonstrate that by employing core practices, SELPAs can build sustainable and impactful system-wide instructional changes that leaders can use across all initiatives or practices.

The overall goal of OA under the parameters of the grant was capacity building to develop regional hubs of expertise in AT, AAC and UDL that will continue to train and build implementation fidelity in that region.

CAPTAIN

Thirteen CAPTAIN regions have developed an interdisciplinary implementation team who are knowledgeable in Autism and the science of implementation to build sustainable and scalable capacity systems for EBPs for Autism and other developmental disabilities. The Regional Capacity Assessment (RCA) developed by the National Implementation Research Network (NIRN), State Implementation and Scaling-up of Evidence-based Practices (SISEP), is used to assist the regional education agencies in their efforts to effectively support LEAs in their use of EBPs for Autism and other developmental disabilities. Increased regional implementation capacity was noted from 2021 to 2022 as a result of this SELPA Content Lead's support.

The CAPTAIN Cadre members continue to implement trainings on EBPs for Autism and other developmental disabilities using fidelity measures for effective adult education/training practices. Each training is accompanied by an established pre- and post-assessment of knowledge to determine the effectiveness of the trainer at conveying the core components to the training participants. CAPTAIN has developed and posted free trainings as well as 27 EBP trainings for Autism all of which include pre- and post- training knowledge assessments. Coaching is a requirement of all school-based CAPTAIN Cadre because it is a key ingredient for the successful implementation of EBPs for Autism and other developmental disabilities. Coaching ensures that educators make informed decisions about instruction and program organization that will lead to intervention practices that help children and youth with Autism and other developmental disabilities learn more effectively.

The CAPTAIN website www.captain.ca.gov is the repository of the tools and resources used in these efforts to implement EBPs with fidelity for individuals with Autism and other developmental disabilities to improve student outcomes. From July 1, 2021 through June 30, 2022, the website has recorded 16,000 users in 28,000 Sessions.

SIL

Primary evaluation methods include the knowledge, skill, and satisfaction surveys which assess satisfaction, quality, and relevance of services, trainings, and other opportunities for educators, interviews, and focus groups with the various stakeholders that the SELPA Leads aim to impact.

The data collected throughout the project is reviewed regularly and utilized to inform SIL activities and supports. The range of data collected all indicate that SELPAs, COEs, and LEAs are utilizing the SIL resources, tools and coaching/facilitation opportunities throughout the state in a variety of ways.

The SIL team elicits feedback on participants' understanding of topics and their ability to apply new skills. Evaluation highlights include:

- ? 96% strongly agree/agree that trainers demonstrated expertise in the subject matter
- ? 95% strongly agree/agree that trainers were responsive to participants' questions
- ? 94% strongly agree/agree that their understanding of topics covered in training increased
- ? 93% strongly agree/agree that they would rate the training experience as highly valuable
- ? 97% strongly agree that the coach helped facilitate learning of improvement science methods and tools

The SIL project continues to grow their direct TA to the field. Their statewide team of 11 improvement facilitators build the improvement capacity of SELPAs and LEAs by providing coaching on self-identified problems of practice. Participant feedback consistently highlights the value of coaching support during and after training sessions. As a result, the SIL project has integrated facilitated breakout sessions, office hours, and follow up coaching sessions into the overall training model.

IC SELPA

The IC SELPA utilizes quantitative and qualitative measures to determine impact and effectiveness of PD, TA & resources provided. SELPAs, COEs & LEAs partner with the IC SELPA team to receive various levels of support consisting of:

- Level 1 supports: statewide in-person or virtual PD, TA & access to website and resources.
- Level 2 supports: Level 1 supports, plus SELPA, COE and/or LEA team targeted consultation & TA, along with customized PD series based on identified needs.
- Level 3 supports: Level 1 & 2 supports, plus additional year(s) of customized PD, TA, and consultative support to further integration of resources, best practices, and continued data analysis.

The IC SELPA collects data from SELPAs, COEs, and LEAs through surveys, website data, feedback gathered via zoom chats, phone calls, emails, and conversations with CoPs, along with several other measurements to determine capacity development and future development of statewide resources.

The following feedback and measurements informed the IC SELPA for the upcoming FFY 2022:

- 8,987 IC SELPA Improving Outcomes for ELs with Disabilities website visits
- 7,097 views of archived website video training modules
- 1,535 subscribers to the IC SELPA Newsletter
- 5,298 participants in statewide PD Opportunities (in-person or live via Zoom), representing: 136 SELPAs, 52 COEs & 548 LEAs from across California.

- 98% of participants report that PD & TA provided by the IC SELPA team has met or exceed expectations.
- 89% of participants report that they agree or strongly agree that learned resources can be used immediately to improve their practice within their SELPA, COE or LEA.

Did the State implement any new (newly identified) infrastructure improvement strategies during the reporting period? (yes/no)

YES

Describe each new (newly identified) infrastructure improvement strategy and the short-term or intermediate outcomes achieved.

Equity, Disproportionality and Design: Preventing Disproportionality in Our Schools

The ED&D team is working on three infrastructure improvements, with the addition of an Executive Consultant with a skill set focused on instructional improvement, ED&D expanded services and partnerships. These professional learning opportunities were designed to support school and district multi-disciplinary teams with the implementation of academic and social-emotional interventions that promote increased learning with diverse learners. Second, ED&D continued to develop training content about preventing disproportionality in fifteen-minute lessons. ED&D began and will continue to scale the impact of their services by providing the materials to SELPAs and LEAs. Lastly, ED&D designed and provided TA to LEAs identified by CDE as Targeted Level 2. Based on positive feedback, ED&D continues to provide and scale their human-centered approach to TA.

SELPA System Improvement Leads

The CDE's monitoring framework uses a tiered system that differentiates the level of monitoring and TA support for each LEA based on data analyses and that LEA's need. At the core of the monitoring framework is the CIM process. This process is built to ensure that LEAs, with differentiated levels of involvement and review, examine a wide-range of both compliance and performance data and identify the root causes of areas of concern so that an effective improvement plan can be developed and implemented. For more information, please visit <https://www.cde.ca.gov/sp/se/qa/cimprocess.asp>

In spring 2022, CDE asked the SIL team to provide direct TA to 25 LEAs that have been identified for level 1 intensive monitoring as they work through the CIM process. These LEAs have been identified as the bottom 8-10 percent of LEAs for outcomes in Assessment, Placement and Student Engagement (Suspension and Attendance).

In April 2022, Intensive Level 1 LEAs were notified of their monitoring status and required to engage in the CIM process with support from the SIL team. Assistance to LEAs by the SIL team can include, but are not limited to, individual and/team coaching, data analysis, analysis of strengths and weaknesses, provision of resources to support required activities, and meeting facilitation. The SIL team established three goals for our technical support:

? Assist LEA teams in understanding the new CIM process and required activities

? Make required activities meaningful for the LEA team

? Ensure teams feel supported through the intensive monitoring process

Provide a summary of the next steps for each infrastructure improvement strategy and the anticipated outcomes to be attained during the next reporting period.

Equity, Disproportionality and Design: Preventing Disproportionality in Our Schools

Moving forward through June 2023, ED&D will continue to use the three guiding tenets of the project: awareness, action, and scale. At the heart of the ED&D project is the community-based design model. By taking this collaborative approach, ED&D continues to establish cross-functional teams that approach Disproportionality and SWD outcomes through the three guiding tenets. ED&D looks to further strengthen the relationship between SELPA leads, COEs, industry partners and stakeholders to help build and define its community-based design model.

The ED&D team continues to develop and implement these project ideas to scale our practical and user-friendly brand of equity work to even more educational systems beyond 2023. ED&D's dual focus on human-centered design and using systemic practices (including MTSS and data use) present the greatest opportunity for system and student-level change regarding inequitable school outcomes.

ED&D's innovative approach has substantially increased awareness of disproportionality in each of these systems and continues to empower educators to act on disproportionality causes in a time when the added stressors introduced by the pandemic have the potential of compounding the problem.

Open Access Project

The OA project is currently developing 31 regional hubs around the state. When each SELPA Lead completes their 3-year cycle, they will be in a position to serve the SELPAs, COEs, and LEAs in their region to build their capacity in UDL, AT or AAC. The regional leads will be connected to the base materials and resources, the OA website and a professional learning network of their peers as they continue to build on the work of the project.

The project runs the course of two to three years in order to enable LEAs to develop the capacity to train and coach based on the extensive resources available through the grant, the expectation is that they will continue to use the tools and implement the practices of regional implementation planning that is introduced in the roadmaps, as capacity building is a long-term effort. If schools are truly to actualize change across these critical content areas, then it will also be important to solidify this network and as a state support the regionalized model seeded through OA and to support these regionalized teams in developing an ongoing and functioning statewide community of practice prepared to support other regions and LEAs. OA is establishing statewide CoPs in each focus area, who can continue to contribute to the work of building capacity across other LEAs and regions.

California Autism Professional Training and Information Network

The CAPTAIN will continue to provide implementation coaching to build the capacity of the SELPA Director, Regional Implementation Lead and their SELPA Autism Implementation Team for each of the 17 CAPTAIN regions in California to develop the necessary system to sustain the work of this grant. The CAPTAIN will base the TA on the Active Implementation Frameworks using resources and tools developed by the NIRN and the SISEP Center to ensure sufficient attention is given to stabilization, sustainability, scaling, and efficiency. The CAPTAIN will incorporate the following principles:

- Systems are the central focus of support for effective use of practices
- Practices selected are based on local need and fit
- Aligns initiative and leverages resources to meet coherent goals
- Iterative cycles of data to guide improvement
- Uses of bi-directional feedback loops
- Follows a stage-based approach to change

The CAPTAIN will conduct activities in 10 CAPTAIN regions in California that will lead to the development of demonstration sites where EBPs for Autism and other developmental disabilities can be observed in a variety of classroom settings. The CAPTAIN will continue to develop the CAPTAIN data system to support the fidelity of high-quality training and implementation coaching of evidence-based practices for autism and other developmental disabilities that supports data driven decision-making. The CAPTAIN is committed to supporting teams to develop their implementation capacity to ensure sustainability and will continue to scale up support across the state to improve outcomes for students with autism and other developmental disabilities.

SELPA System Improvement Leads

Looking toward the next reporting cycle, the SIL project will continue its direct support to SELPAs, COEs, and LEAs. In addition to providing support to individual improvement efforts, the SIL will serve as a hub for a NIC in FFY 2022. This network will bring together teams across the state with a common aim of improving the quality of IEPs for students with disabilities. The SIL will provide advanced data analysis, coaching support, and access to research-based change ideas to all teams participating in the network. Key learnings will be shared out with the field to allow for spread of these strategies. The SIL will also continue to develop the IDC and provide access to data tools that allow for analysis of current special education data including disaggregating to the student level. These reports will be a powerful complement to the existing historical data displays on the IDC, empowering leaders to engage in ongoing analysis of their special education data. The SIL team is committed to walking alongside teams as they tackle their most pressing challenges and will continue to scale up support across the state in service of improving outcomes for students with disabilities.

? Continue Improvement Science Basics Training - Cohort 7 in progress and Cohort 8 (spring 2023)

? Increase the number LEAs to load their individual CALPADS data into the IDC to support programming and data analysis

? Continue to create awareness around the importance of equity and opportunity for students with disabilities.

? Reach measurable improvement in data practices and the quality of IEP goals through the SIL Networked Improvement Community

? Provide continued monitoring support to LEAs as designated by the CDE

? Create awareness of improvement strategies and practices throughout California via both direct and indirect communication

? Continue to connect LEAs with resources and tools for their continuous improvement journey

? Model systematic improvement practices in the California Statewide System of Support

? Provide high leverage, high quality and researched based professional learning opportunities to educators throughout California

Imperial County SELPA

For the FFY 2022 year, four CoPs have committed to continue their partnership with IC SELPA for Level 3 supports, while four CoPs have newly emerged and have committed to receive Level 2 supports. The IC SELPA anticipates continued growth in PD & TA outreach and resources for recipients within all Levels of supports in FFY 2022.

The IC SELPA will continue to align all work to its focal resource the California Practitioners Guide for Educating English learners with Disabilities, LCAP Priorities, SPPs, and the EL Roadmap Principles. Using the CDE developed PD plan as a guiding document, the IC SELPA determined it will take nine years for full implementation of the Practitioners' Guide to improve supports for ELs with disabilities, due to the pandemic, additional years are necessary to truly build capacity statewide & continue to improve student outcomes for EL with disabilities. The IC SELPA Improving Outcomes for ELs with disabilities team, looks forward to continuing to serve LEAs across California to achieve and sustain best practices, equity, and access for all ELs with disabilities.

List the selected evidence-based practices implement in the reporting period:

The California Multi-Tiered System of Support (CA MTSS) Pathway Certification for Schools

The Supporting Inclusive Practices (SIP) Project

Provide a summary of each evidence-based practices.

California Multi-Tiered System of Support

The CA MTSS is a systemic, continuous-improvement framework designed to provide effective TA for LEAs and schools to address every student's academic, behavioral, and socio-emotional needs in the most inclusive and equitable learning environment. Driven by policies and practice, strong leadership, family and community engagement, staff collaboration, and data-driven decision-making, CA MTSS helps LEAs and schools increase attendance, prevent dropouts, lower disciplinary rates, improve school climate, and boost academic performance.

The CA MTSS aligns with numerous state, regional, county, district, school, family, and community resources to provide a unified educational framework that is universally designed and differentiated to meet individual needs. The framework contains three levels or tiers: 1) universal support for all students, 2) supplemental services for students who require more academic or behavioral assistance and 3) individualized help for those with the most significant needs.

Co-leading this effort is the Orange County Department of Education (OCDE), Butte County Office of Education and the University of California, Los Angeles Center for the Transformation of Schools (UCLA-CTS). This collaborative effort involving a state design and advisory team has created a pilot program to implement a school culture/climate training based on the CA MTSS framework. This work hopes to expand upon restorative approaches, positive behavior intervention, as well as support social and emotional learning, and minimize the use of emergency interventions. The OCDE created an online certification course, the CA MTSS Pathway Certification for Schools, to build knowledge of the CA MTSS and make explicit and meaningful connections to the participant's work as an educator in order to provide more inclusive and equitable learning environments for all students and families.

CA MTSS Pathway Certification for Schools:

The OCDE continued to utilize the CA MTSS Pathway Certification for Schools online course for CA MTSS as professional learning for school sites, LEAs, and coaches. This is a self-paced, asynchronous course designed to be completed individually, with a colleague, or school team. It is recommended that the CA MTSS Pathway Certification for Schools course be completed in 12–18 months. To obtain the CA MTSS Pathway Certification the following sections are completed:

- Section 1: Get Started CA MTSS
- Sections 2–4: Foundations of CA MTSS - What, Why, and How
- Sections 5–10: Role-Specific Pathways (Teacher, Administrator, School Counselor, School Psychologist, School Based Mental Health Clinician, Paraeducator, Coach, and Higher Education-Teacher Educator)
- Section 11: Reflection and Call to Action

Coaching:

Region Lead COEs serve as liaisons for information, TA, and coaching expertise for sub-grant awardees in their local California County Superintendents Educational Services Association region and facilitate regional coaching meetings. Local COE staff with knowledge of CA MTSS serve as coaches to LEAs or schools in their area. All coaches will complete the CA MTSS Pathway Certification for Schools course and complete the Coaching pathway, which builds capacity for this approach to enhancing School Climate using the CA MTSS Framework. The COE Capacity Building sub-grant is for any of our COEs in the state to build capacity to coach LEAs now and in the future.

Communities of Practice:

CoPs are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly. A CoP is more than a network of connections between people. It has an identity defined by a shared domain of interest. Membership implies a commitment to the domain and, therefore, a shared competence that distinguishes members from others. In pursuing their interest in their domain, members engage in joint activities and discussions, help each other, and share information. They build relationships that enable them to learn from each other; they care about their standing with each other. Members of a community of practice are practitioners. They develop a shared repertoire of resources: experiences, stories, tools, and ways of addressing recurring problems—in short, a shared practice.

Supporting Inclusive Practices

The Supporting Inclusive Practices (SIP) Project is an existing TA provider that works within the SSOS, working with the special education resource leads to build capacity across the state to assist LEAs. The SIP project supports LEAs to increase access to general education settings with research and evidence-based practices, targeted training, and TA related to supporting SWD in the least restrictive environment (LRE). The project is administered by two COEs, one in northern and one in southern California to ensure statewide coverage. The SIP project outcomes include shifting attitudes toward inclusion, equity, and access, implementation of inclusive practices, utilizing UDL as a curricular framework, using evidence-based inclusive teaching practices, and moving key statewide SPP indicators associated with student classroom inclusion and achievement.

The El Dorado County Superintendent of Schools (EDCSS), in partnership with the Riverside County Superintendent of Schools (RCSS), has been contracted to support grantee LEAs identified by the CDE – SED in increasing inclusion and performance indicators outlined in the SPP, specifically indicators 3, 5, 6, and 7 for students ages three through 21.

Support during the 2021–22 school year was provided to grantees in a three-tiered system. Tier I included a provision of no cost PD

offered in-person and virtually open to any school community across the state. Tier II included direct TA to grantees provided at the county, SELPA, LEA, and individual site levels. Tier III consisted of TA to school communities and partner organizations beyond those entities identified as grantees and based on CDESED referrals for support. The majority of technical assistance was provided virtually and tailored to the unique needs of each grantee. This included:

- Support with implementation of grantee-selected, district- and site- based initiatives and focus areas (e.g., UDL, co-teaching, LRE)
- Webinars and conferences
- Access to virtual resources via the SIP website and social media
- SIP Spring Institute
- Direct, individualized support in moving through the phases of the SIP Blueprint

Provide a summary of how each evidence-based practice and activities or strategies that support its use, is intended to impact the SiMR by changing program/district policies, procedures, and/or practices, teacher/provider practices (e.g. behaviors), parent/caregiver outcomes, and/or child /outcomes.

California Multi-Tiered System of Support
CA MTSS Pathway Certification for Schools:

The intention of the CA MTSS Pathway Certification for Schools is to build knowledge of the CA MTSS Framework and Continuum of Support by making explicit and meaningful connections to the participant's work as an educator in order to provide more inclusive and equitable learning environments for all students and families regardless of age, race, zip code, language, physical challenge, intellectual ability, capacity, or competency.

Course Learning Objectives:

- Deepen understanding of the What, Why, and How of CA MTSS
- Discover resources to support implementation of CA MTSS in the work as educators, support inclusive and equitable learning environments, and engage students and families in the community
- Collaborate with other educators to share practices that support the academic, behavioral, and social-emotional success of all students
- Determine CA MTSS/LCAP alignment to support working with students in order to enhance and implement LCAP and school site goals and services

Within each module, learners engage in lessons, discussions, and activities that require reading and writing related to the above-mentioned topics. Each level builds upon the previous one, and each section has a series of Reflections and BADGE Activities. Reflections are optional, while all BADGE Activities are required to advance to the next activity. Some BADGE Activities provide a choice on how to complete the activity. Even though there is a choice, the activity submission of the is required.

Coaching:

Assigned coaches meet weekly or bi-weekly with the site administrator to discuss progress on the course, implementation of CA MTSS, data around school climate, and goal headway, which might include closing gaps in discipline, attendance, special education referrals, etc. The site administrator and the coach determine the frequency of their meetings. In the initial conversations the coach and administrator develop a timeline for school staff to complete a certification course and collaborative activities. Coaches can also facilitate the Fidelity Integrity Assessment and the Schoolwide Implementation Tool assessments and help debrief the results, identify areas of strength and determine areas for opportunity which will become the priority areas. Practice Profiles are created and aligned to the priority areas to identify the gold standard to ensure implementation fidelity.

Through coaching and the CA MTSS Pathway Certification for Schools course, learning opportunities are provided to support the enhancement of school conditions and climate. Each role-specific pathway of the course allows educators to make connections to their role to provide a continuum of support to meet students' academic, behavioral, social-emotional and mental health needs. Specific evidence-based practices include:

- Continuous improvement via Implementation Science and Improvement Science
- Social-emotional learning to support social-emotional competencies
- Restorative practices
- Positive Behavior Interventions and Supports
- Universal Design for Learning
- Culturally Linguistically Relevant and Responsive Teaching
- Trauma informed practices

Communities of Practice:

Each Region or COE has formed a CoP for the purpose of providing ongoing TA and support for schools and LEAs as they continue to scale up and sustain their work with CA MTSS implementation. Members engage in joint activities and discussions, help each other, learn from each other and share information. CoPs are hosted in person or online or combination option. Each CoP identifies

one of the CA MTSS Domains or Features to further explore and share best and/or current practices.

Supporting Inclusive Practices

The SIP project advances a systemic approach to inclusion within schools that is based upon five evidence-based domains of practice. No single EBP leads to greater inclusion, and the achievement of the LRE for each child, or greater success for every student. Rather, evidence of school reform indicates that it is the use of a system of practices across multiple domains that will transform a school and district toward greater inclusion as measured by the LRE and measures of student success.

To articulate the collection of practices that are based upon evidence of efficacy the Blueprint for Inclusion was developed with five domains: Envisioning, building, implementing, scaling up and sustaining as supported by progress monitoring and use of data for continuous improvement.

Envisioning builds upon the evidence associated with transformational leadership as a foundation for school transformation. The SIP approach is to assist LEAs in building strong leadership support for inclusion, then having leaders articulate an inclusion vision clearly and urgently through formal articulation (vision/ mission/ goals) and via priority setting. Additionally, taking advantage of the evidence of diffusion of innovation SIP focuses first on early adopters of inclusion as a means to leverage the diffusion of innovation evidence for organizational transformation.

The second set of practices articulated via the Blueprint is associated with building support for inclusion through evidence, including: (1) gathering data about inclusion from stakeholders; (2) assessing the environment to determine areas of strength and limitation; (3) building support through collaborative strategic planning focused on equity, and examining current policies and practices associated with inclusion. The building approach is based upon two evidence-based practices; (1) data-driven decision making, or using evidence to inform practice, and (2) collaborative, community-based support for policy and practice changes.

Implementing focuses on evidence surrounding organizational change that unfreezing an organization and focusing on a learning and growth culture are essential for transformation. The aim with this phase is to support schools and LEAs in adopting a learning and growth disposition to inclusion policy and practice.

Scaling up refers to broadening the use of evidence-based practices across a district. In this instance those practices are identified by the SIP Matrix of Classroom practices which include evidence-based domains associated with (1) culturally responsive pedagogy, evidence-based learning environment elements, behavior interventions, engagement, representation and action and expression.

Finally, sustaining is seen as practices associated with codifying inclusion as part of organizational policies and practices. The process of sustaining is one that seeks to ensure that policies and practices associated with inclusion are codified in district documentation and informal practice.

The SIP approach is foundationally built upon asking SIP participants to engage in all five of the evidence-based domains of the Blueprint for Inclusion as outlined above.

SIP delivers content through a tiered system of support. Tier 1 includes free in-person and virtual professional learning events available to anyone in California, archived resources, website, social media, and dissemination of the Special EDge newsletter. Tier 2 includes selected grantees (LEAs, COEs, SELPAs, and single school sites) that receive direct support through: (1) TA with each LEA which have an assigned SIP staff member; (2) customized PD events; (3) annual conference, (4) the Spring Institute, (5) virtual and In-person meetings that assist grantees in working through the Blueprint domains, (6) Culture of Accountability Workshops. Tier 3 includes facilitation through the CIM process for those LEAs identified as Intensive Level 2 and statewide committee membership.

Describe the data collected to monitor fidelity of implementation and to assess practice change.

California Multi-Tiered System of Support

Multiple measures will assess the sites' fidelity for implementing the CA MTSS Framework. Baseline implementation measurements are taken to coincide with each cohort's first full year of participation. (Phase 2A: 2019–2020, Phase 2B: 2021–2022, Phase 3A: 2022–2023, Phase 3B: 2022–2023, and Phase 3C: 2023–2024). Follow-up implementation measurements are conducted annually through the end of each respective grant period (Phase 2A and 2B: June 2023; Phases 3A, 3B, and 3C: June 2026).

- **SWIFT-Fidelity Integrity Assessment (FIA) by October 31-annually**
A self-assessment used by School Leadership Teams to examine the current status of school-wide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community. FIA results show that schools and sites in Phase 2A made progress toward Implementing or Sustaining Implementation of the practices described in the FIA but remain at the Installing level on most items. On most items, schools and sites in Phase 2B started at the Laying the Foundation or Installing level.
- **Schoolwide Implementation Tool (SIT) by December 1-annually**
A self-assessment used by School Leadership Teams to examine the current status in addressing the four domains necessary for schools to improve their climate and cultures. The SIT results show that schools and sites in Phase 2A made progress toward Implementing or Sustaining Implementation of the practices described in the SIT but remain at the Installing level on most items. On most items, schools and sites in Phase 2B started at the Laying the Foundation or Installing level.
- **LEA Self-Assessment (LEASA) by June 30-annually**

A self-assessment for LEA/District Leadership Teams to examine the current status of systemic practices consistently demonstrated through research to be the components of effective district systems. Overall, results show that LEAs in Phase 2A remain in the Installing stage, as indicated by their most frequently selected descriptors. In addition, progress towards implementing or sustaining implementation was made in the 3 of the 6 components. LEAs in Phase 2B started at the Installing or Implementing levels on most items.

- Annual Year-End Reports

Annual outcome reports gather additional anecdotal evidence of successes and challenges and about the relationship between the CA MTSS Framework and school climate for Phase 2. For Phase 2, school administrators report on their progress towards fostering positive school climate and conditions, improving pupil-teacher relationships, increasing pupil engagement, and promoting alternative discipline practices.

For Phase 3, school administrators will report on their progress towards inclusive transformative social-emotional instruction and mental health support such as implementing social-emotional learning/addressing the social-emotional needs of pupils, trauma screening, implementing trauma-informed practices, and implementing culturally relevant, affirming, and sustaining practices. Phase 3 schools' first annual year-end report will cover the 2022–2023 school year.

Supporting Inclusive Practices

SIP grantees progress is monitored and evaluated related to their implementation of the Blueprint in the three ways in keeping with the SIP logic model/ theory of change which articulates the following:

If LEAs engage in the EBPs of the five domains of the Blueprint of Inclusion, then increases in the knowledge, belief and use of inclusion practices will occur, and if increases in the knowledge, belief and use of inclusion practices occur, then LEAs will see shifts in their collective organization (culture, practice and policy) that will result in increases in the LRE and student success.

In keeping with the logic model, SIP first examines district engagement in the projects through tracking participation and the Blueprint areas of focus for their work. Without involvement the theory of action would suggest there will not be desired changes in individual knowledge, belief and use of inclusive practices. Engagement data collection is completed through a project monitoring process and database, where each team member records their interactions with, the content of the work (related to the Blueprint) and participation of LEAs. Data indicates that grantees on average meet multiple times per quarter with the SIP team, and overwhelmingly are focused on the scaling up component of the Blueprint, or the broad adoption of evidence-based classroom inclusion practices.

Second, the SIP specifically evaluates the immediate outcomes of the project associated with increased knowledge, belief and use of blueprint domains of practices through two evaluation methods:

- Survey of project participants related to inclusion policy and practice completed twice per year. Among survey responses there are high levels of belief and self-support use of the evidence-based practices of the Blueprint.
- Walkthroughs of selected classrooms in participating LEAs to observe classroom inclusion practices, which are then tabulated as inclusion data. Walkthrough data from 2021–2022 revealed that classrooms that had support through TA and PD for evidence-based practices showed statistically significant gains in observed use of evidence-based classroom inclusion practices.

Third, the theory of change indicates that if immediate outcomes are associated with increased knowledge, belief and the use of Blueprint domains of practice, in turn there will be desired changes in the LRE. The SIP annually examines state data associated with least restrictive environment to examine whether or not desired changes are observed over the long term.

Describe any additional data (e.g. progress monitoring) that was collected that supports the decision to continue the ongoing use of each evidence-based practice.

Provide a summary of the next steps for each evidence-based practices and the anticipated outcomes to be attained during the next reporting period.

California Multi-Tiered System of Support
CA MTSS Pathway Certification for Schools:

Course completion will be monitored as cohorts and COE staff progress through each module of the certification course. All Phase 2 sites are expected to completed the course by June 2023. For Phase 3, 90% of a school's certificated and paraprofessional staff are recommended to complete the CA MTSS Pathway Certification for Schools course during the grant period to support fidelity of implementation. For COEs, the ideal is to have 2–5 county office staff complete the CA MTSS Pathway Certification for Schools (Coach Pathway) during the grant period.

Coaching:

Coaching will continue to be provided to Phase 2A and 2B schools as needed through June 2023. For Phase 3, coaching for the 3A cohort started in April 2022 for 3A and will begin for cohorts 3B and 3C when they begin the certification course. Coaching for Phase 3 will continue as needed through June 2026. Site administrators will report increased confidence or efficacy to implement the envisioned changes, access resources needed to make the changes envisioned and build capacity to transform and sustain practices.

Communities of Practice:

CoPs will also continue to meet in order to provide ongoing TA and support for schools and LEAs who have completed the CA MTSS training series as they continue to scale up and sustain their work with CA MTSS implementation.

Annual fidelity of implementation measures are anticipated to show:

- Progress at the school level towards addressing the four domains necessary for schools to improve their climate and cultures as measured by the SIT.
- Progress at the school level towards implementing school-wide practices that have been demonstrated through research to provide a basis for successfully including all students who live in the school community as measured by the SWIFT-FIA.
- Progress at the LEA level towards sustainable systemic practices that have been consistently demonstrated through research to be the components of effective district systems as measured by the LEASA.
- Reports of school sites' progress in fostering positive school climate and conditions, improving pupil-teacher relationships, increasing pupil engagement, and promoting alternative discipline practices along with how efforts will be sustained after the grant period ends

Growth in the above areas are expected to lead to positive student outcomes including changes in rates of suspensions or expulsion, discipline referrals, referrals to special education, pupil attendance, incidents of bullying or harassment, graduation rates, dropout rates, and measures of pupil academic achievement.

Supporting Inclusive Practices

The SIP project, as a collaborative effort between RCSS and EDCSS, has demonstrated a significant impact on school communities' abilities to move from their current to their desired states with the most progress noted when participating for more than two years. This is reflective of the research on improvement science and diffusion of innovations that reveals real change begins to occur in three to five years and when provided with ongoing support.

In June 2021 AB 130 was passed that includes \$15 million from the General Fund to scale up the SIP project through June 2026. This additional, state-supported funding will allow for inclusion of more LEAs as grantees, increased Tier II support with increased team capacity, and reflects the California Assembly's Education Committee's investment in inclusion and equity for all students.

The following is a list of recommendations for the project going forward:

- Allow for SIP participation in cohorts of no fewer than five years
- Continue to provide opportunities for virtual and in-person event participation of PD events
- Regionalized TA for Tier I grantees
- Examine data collection systems with respect to data quality and allow for access to current versus lag data
- Culture of Accountability for Tier II grantees
- Collaborate with SSOS Lead Agencies
- Continue to build and scale collective teacher efficacy with respect to educating and including SWDs and their families

Does the State intend to continue implementing the SSIP without modifications? (yes/no)

YES

If yes, describe how evaluation data support the decision to implement without any modifications to the SSIP.

California's SSIP continues to be a critical driver of change, resulting in special education and SWD being meaningfully represented and addressed in the overall statewide system of accountability and support. Developed in 2013, prior to the launch of California's new accountability system, the California Department of Education (CDE) hypothesized in the SSIP that by leveraging the intersectionality of SWD with the new Local Control Funding Formula (LCFF) weighted student groups (students who are Foster Youth, English Language Learners, and/or socio-economically disadvantaged), all students would benefit. By aligning and integrating special education activities and technical assistance (TA) to the larger system of support for local educational agency (LEAs), it would lead to coherency among services for SWD and improve outcomes.

The comprehensive improvement efforts initiated by LEAs are outlined in their local control and accountability plans (LCAPs). The TOA for California's SSIP hypothesized that if California required each LEA to establish a comprehensive improvement plan and developed instructions to ensure that the plan included appropriate improvement activities for SWD, then each LEA would create an improvement plan that included evidence-based strategies and goals targeting high-needs students, including SWD, which would result in increased access to instruction for SWD and improved academic outcomes accordingly. Since phase III, California progressed toward ensuring that LCAPs include and address performance of SWD, including the passage of legislation (Assembly Bill 1808, Chapter 32, Statutes of 2018) to ensure the integration of LEA efforts to improve outcomes for SWD and the LCAP specifically.

California has made significant progress in building a SSOS that effectively assists LEAs to design and implement effective

improvement strategies for SWD. Indeed, a robust LCAP that meaningfully includes supports for SWD is a critical component of improving student outcomes. The comprehensive system of technical assistance available through the SSOS will now include access to evidence-based practices to effectively serve SWD.

The SSOS seeks to support LEA efforts to implement the improvement strategies outlined in their LCAPs and monitor intended improvement. California is now in year six of creating a coordinated and coherent state structure to ensure that LEAs receive the assistance necessary to address disparities in student outcomes. California's SSIP is focused on creating systemic and sustainable changes, including necessary alignment in statewide accountability and improvement structures like the SSOS to improve outcomes for SWD.

Section C: Stakeholder Engagement

Description of Stakeholder Input

The CDE and SED management collaborate with the stakeholders listed below:

The State Interagency Coordinating Council on Early Intervention: The State Interagency Coordinating Council (ICC) on Early Intervention provides advice and assistance to the Department of Developmental Services. Members of the ICC are appointed by the Governor. The council is comprised of parents of children with disabilities, early intervention service providers, health care professionals, state agency representatives, and others interested in early intervention. The ICC meets four times a year and encourages a family-centered approach, family-professional partnerships, and interagency collaboration, while providing a forum for public input.

Training and Technical Assistance Collaborative (TTAC): The Training and Technical Assistance Collaborative (TTAC) is composed of members from the federal, state, and local levels that share information on training efforts to increase the capacity of early childhood educators working with children with disabilities in a variety of service systems. Its mission is to provide an environment for building relationships and nurturing trust among leaders in support of coordination and collaboration in the planning and implementation of early intervention training and technical assistance activities. By providing a forum for cross-agency and cross-disciplinary discussion and resource sharing, TTAC promotes the mindful integration of specific core values into the delivery of early child care, education, and early intervention focusing on increasing child and family outcomes.

Working Together for Inclusion and Belonging is a collaboration among early childhood education providers. The group combines efforts to offer technical assistance, professional development, other resources that address inclusive practice, promotion of healthy social-emotional development, and prevention of challenging behavior in early childhood, after-school, and in other education settings. Projects under the Working Together umbrella include:

More information may be found at the Working Together for Inclusion and Belonging Web site at <http://cainclusion.org/>.

SED Staff, comprised of over 140 individuals that have been meeting along with program service providers monthly to discuss and review special education issues impacting California students and to recommend long-term institutional modifications to accommodate the OSEP's shift toward Results Driven Accountability, and support LEAs in achieving improved outcomes for students with disabilities.

LEA administrators also annually participate in the two separate CALPADS training sessions each April and October to learn about the results and to discuss the new SPP/APR requirements. LEA administrators also participate in quarterly information webinars that CDE hosts and facilitate.

SEACO administrators quarterly meetings is a forum to present selected SPP revisions and APR data, as well as, solicit input. SEACO administrators also participate in quarterly information webinars that CDE hosts and facilitate.

The CDE seeks input regarding systematic improvement from broad stakeholder groups interested in educational issues concerning students with disabilities. Additionally, analysis and thoughtful planning of improvement activities for each of the indicators is formally designed to occur through two primary groups:

The ACSE is an advisory body required by federal (20 USC 1412(a) (21) and state statutes (EC 33590-6). The ACSE provides recommendations and advice to the SBE, the SSPI, the Legislature, and the Governor in new or continuing areas of research, program development, and evaluation in California related to special education. The ACSE consists of appointed members from the Speaker of the Assembly, Senate Committee on Rules, and the Governor. One member of the SBE serves as liaison to the ACSE. The membership also includes parents, persons with disabilities, persons knowledgeable about the administration of special education, teachers, and legislative representation from the California State Assembly and Senate. The SED staff provides the ACSE with information on the SPP/APR through information sharing updates, staff presentations, and through ACSE participation in stakeholder meetings. The ACSE reviews and discusses the requirements of OSEP's SPP/APR at their regularly scheduled meetings. In October 2022, the SED Director reported to the ACSE on the OSEP's new priorities for the SPP/APR.

SELPA – The Special Education Local Plan Area (SELPA) Administrators organization assists CDE in the development and implementation through a collaborative feedback loop. The CDE regularly solicits input from the SELPA administrators' group and SELPA serves on several CDE work groups. SELPA directors' monthly meetings have included review and discussion of selected SPP revisions and APR data. Additionally, the SELPA directors annually participate in two separate CALPADS training sessions each April and October to learn about results and the new SPP/APR requirements.

The CDE also presented the proposed new targets, data analysis, and improvement strategies to ACSE in October 2022 to solicit feedback and public comment. The CDE also presented the SPP/APR and SSIP, along with, how the SPP/APR fits into the Statewide System of Support to the SBE in January 2023 and received public comment and support.

The SED has sought to actively involve the ACSE, the SBE liaison, and the SBE staff in the development of the FFY 2021

SPP/APR. The SED provided the ACSE, the SBE liaison, and the SBE staff a calendar of important dates, instructions from OSEP to the CDE, dates of the OSEP technical assistance calls, data collection deadlines, and deadlines for submitting information and preparation of the SPP/APR. The SED provided drafts and updates the information regarding the development of the SPP/APR to the ACSE, the SBE liaison, and the SBE for comment and input. The SPP/APR was approved by the SBE in January 2023.

In anticipation of the fact that California's prior SPP/APR would conclude with the 2019–20 program year, the CDE commenced a series of meetings with interested parties to begin discussions and develop recommended targets for the new six-year cycle of the revised SPP. Beginning in August 2019, these meetings were held over a two-year period and were designed to engage interested parties from various backgrounds – educators, parents, school administrators, policy advisors, school psychologists, Family Empowerment Centers, early education, advocacy groups, and state advisory board members. The CDE leveraged these interested parties, with their breadth and depth of knowledge, to help inform the development of a new set of rigorous state targets for the next six-year SPP cycle.

During meetings with interested parties, the CDE staff thoroughly reviewed the twelve performance indicators. The remaining indicators under the SPP are compliance indicators, with targets set at zero or one hundred percent by the OSEP. The twelve performance indicators were partnered with detailed presentations to inform the interested parties of the history and data trends, and assist them in making informed recommendations. The presentations included an explanation of how each indicator is defined, measured, and calculated; an in-depth history of statewide performance trends over the last five years; and a comparison of how California's results compare to other states of similar size and demographics, along with data forecasting. These meetings provided time for stakeholders to discuss statewide data, target setting, and how the CDE can provide supports for LEAs to meet more rigorous targets. Following the publication of the revised measurement table, the CDE reconvened the interested party group to discuss the changes to key indicators, including assessment, school age least restrictive environment, preschool least restrictive environment, parent involvement, post school outcomes, and graduation rate, and provided the interested parties with the opportunity to refine their recommendations for these targets in light of the new calculations.

Describe the specific strategies implemented to engage stakeholders in key improvement efforts.

The CDE engaged with a diverse set of interested parties over the course of the last fiscal year. The CDE staff presented the SSIP and the SSOS to interested parties and informed and updated them on the various implementation strategies and the evidence-based practices used in the SSOS to achieve better outcomes for SWD. The CDE collected feedback from all interested parties on all aspects of the SSIP. Moving forward the CDE plans to meet with this group of interested parties biannually to be transparent about the work supporting the SSIP and the SSOS as well as to continuously collect feedback to improve efforts.

This targeted engagement with interested parties was in addition to standard engagement opportunities around SSIP implementation, the SSOS, and any other emerging area of critical need. As in prior years, those opportunities included monthly meetings and conference calls with the Statewide SELPA organization, bi-monthly meetings with the Special Education Administrators of County Offices, regular meetings (generally every other month) with the California Advisory Commission on Special Education, and bi-monthly SBE meetings.

Were there any concerns expressed by stakeholders during engagement activities? (yes/no)

NO

Additional Implementation Activities

List any activities not already described that the State intends to implement in the next fiscal year that are related to the SiMR.

Provide a timeline, anticipated data collection and measures, and expected outcomes for these activities that are related to the SiMR.

Describe any newly identified barriers and include steps to address these barriers.

Provide additional information about this indicator (optional).

17 - Prior FFY Required Actions

The State did not provide an Evaluation Plan. The State must provide a link or narrative description of the current Evaluation Plan in the FFY 2021 SPP/APR.

The State must provide a link or narrative description of the current Theory of Action in the FFY 2021 SPP/APR.

Response to actions required in FFY 2020 SPP/APR

The state has provided links for both items

17 - OSEP Response

17 - Required Actions