

California Department of Education

Executive Office

SBE-003 (REV. 11/2017)

imb-sasd-jan21item01

# California State Board of Education January 2021 Agenda Item #05

## Subject

State Educational Agency Approval of the 2020–21 Comprehensive Support and Improvement Plans Authorized Under the Every Student Succeeds Act Section 1111(d).

## Type of Action

Action, Information

## Summary of the Issue(s)

Section 1111(d)(1)(B) of the Elementary and Secondary Education Act (ESEA) as amended by the Every Student Succeeds Act (ESSA) requires local educational agencies (LEAs), in partnership with stakeholders, to develop and implement a Comprehensive Support and Improvement (CSI) plan to improve student outcomes for each school identified by the state as eligible for CSI. ESSA Section 1111(d)(1)(B)(v) requires these plans to be approved by the school, the LEA, and the state educational agency (SEA). For the purposes of the ESSA, the California State Board of Education (SBE) is the SEA.

In January of 2019, the SBE took action to address the requirement of SEA approval through the local accountability planning process and school planning process. Beginning at the school level, the LEA works collaboratively with the school site council (SSC) at each identified school in developing the school plan for student achievement (SPSA); the SPSA includes the CSI planning requirements and is approved by the governing board of the LEA. At the LEA level, the LEA reports its efforts to support its identified schools in developing, monitoring, and evaluating the implementation and effectiveness of the CSI plan within its Local Control and Accountability Plan (LCAP) Plan Summary.

Specifically, the SBE approved the addition of the following three prompts to the Plan Summary section of the LCAP template:

1. Identify the schools within the LEA that have been identified for CSI.
2. Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
3. Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

For school districts, the LCAP, including the required CSI prompts, are subsequently approved by its local county office of education (COE). COEs with schools identified for CSI follow the same school planning process as school districts and submit its LCAP, including the CSI prompts, to the California Department of Education (CDE) for approval. Charter schools identified for CSI complete the CSI prompts within its LCAP and submit those prompts to the COE of the county in which the charter school resides for approval.

Responses to these prompts constitute summaries of the LEA’s CSI plans and coupled with COE or CDE approval, as applicable, serve as the mechanism for SBE approval.

With the passage of Senate Bill (SB) 98 (<http://leginfo.legislature.ca.gov/faces/billTextClient.xhtml?bill_id=201920200SB98>), the requirement to complete an LCAP for the 2020–21 school year (SY) was eliminated. Subsequently, and for the **2020–21 SY only**, the CDE created a stand alone template to allow LEAs to address the three CSI prompts. The template is available for download from the CDE 2020–21 CSI Prompts web page located at <https://www.cde.ca.gov/sp/sw/t1/csiprompts.asp>. LEAs submitted the completed 2020–21 CSI Prompts template to their COEs for review and approval. Attachment 1 is a list of LEAs with approved responses to the 2020–21 CSI Prompts. Attachment 3 includes a timeline of the 2020–21 CSI Prompts approval process. In the absence of the LCAP, this short-term process will allow the SBE to approve 2020–21 CSI plans for LEAs with schools that were identified for CSI on the 2019 California School Dashboard (Dashboard). The CSI Prompts will again be addressed in the Plan Summary section of the LCAP beginning with the 2021–22 LCAP.

In a typical year an LEA’s COE-approved CSI Prompts would be posted as part of the LEA’s LCAP. As such, for the 2020–21 school year, LEAs are required to post their COE-approved 2020–21 CSI Prompts to the same web page that they post their Learning Continuity and Attendance Plan (LCP), LCAP Federal Addendum, CSI plans, and/or other planning documents.

Neither the ESSA nor the California *Education Code* (*EC*) requires the SPSA/CSI plan to be posted on the school/LEA’s website. However, in accordance with the Greene Act (*EC* Section 35147), the SPSA is part of the “materials” presented to the SSC; a request to review the SPSA, including the CSI plan may be made by a member of the public under the California Public Records Act.

## Recommendation

The CDE recommends that the SBE take action, to approve the CSI plans for the 2020–21 SY.

## Brief History of Key Issues

ESSA was signed into law by President Barack Obama on December 10, 2015, and went into effect beginning with the 2017–18 SY. The ESSA reauthorizes ESEA, the nation’s federal education law, and replaces the No Child Left Behind Act (NCLB).

On July 12, 2018, Secretary of Education, Betsy DeVos, approved California’s ESSA State Plan which includes the process for identifying CSI schools, developing and approving CSI plans, and monitoring and evaluating the effectiveness of those plans.

In January 2019, the SBE adopted the proposed Revised LCAP Plan Summary to include CSI prompts to meet the ESSA CSI school planning and approval requirements consistent with California’s ESSA State Plan.In January 2019, California identified its first cohort of CSI schools with the 2018 Dashboard. In January 2020, California identified its second cohort of CSI schools with the 2019 Dashboard.

LEAs with schools identified with the 2018 Dashboard were required to develop and implement CSI plans for the 2019–20 SY. Subsequently, LEAs with schools identified with the 2019 Dashboard are required to develop and implement CSI plans for the 2020–21 SY.

## Summary of Previous State Board of Education Discussion and Action

At its January 2020 meeting, the SBE took action to approve the 2019–20 LEA CSI plans for schools that were identified with the 2018 Dashboard (<https://www.cde.ca.gov/be/ag/ag/yr20/documents/jan20item08.docx>).

At its January 2019 meeting, the SBE adopted the proposed Revised LCAP Plan Summary to include CSI prompts to meet the ESSA CSI school planning and approval requirements consistent with California’s ESSA State Plan (<https://www.cde.ca.gov/be/ag/ag/yr19/documents/jan19item03.docx>).

In July 2017, the SBE approved the “All Applicable Indicators” method and the Baseline Methodology for identifying the lowest-performing five percent of Title I schools as required by ESSA (<https://www.cde.ca.gov/be/ag/ag/yr17/documents/jul17item03.doc>).

The April 2017 Information Memorandum to the SBE presented three options for identifying the lowest-performing five percent of Title I schools. All three options use the color-coded performance levels for state indicators in the identification process (<http://www.cde.ca.gov/be/pn/im/documents/memo-exec-essa-apr17item02.doc>).

In July 2016, the SBE directed the CDE to continue with the development of a revised template for the LCAP and the Annual Update based on the assumptions that the revised LCAP and Annual Update Template would include a Plan Summary section for completion by all LEAs and would be effective for a period of three years inclusive, and be updated annually, as required (consistent with *EC* sections 52060[b] and 5206[b], and *EC* sections 52061 and 52067) (<https://www.cde.ca.gov/be/ag/ag/yr16/documents/jul16item03.doc>).

## Fiscal Analysis (as appropriate)

None.

## Attachment(s)

* Attachment 1: List of Local Educational Agencies with Approved Responses to the 2020–21 Comprehensive Support and Improvement Prompts (X pages)
* Attachment 2: Overview of Comprehensive Support and Improvement Program Implementation and Local Educational Agency Supports (9 pages)
* Attachment 3: Comprehensive Support and Improvement Prompts Approval Process and Timeline (1 page)
* Attachment 4: Appendix (1 page)

# Attachment 1: List of Local Educational Agencies with Approved Responses to the 2020–21 Comprehensive Support and Improvement Prompts

See excel spreadsheet

# Attachment 2: Overview of Comprehensive Support and Improvement Program Implementation and Local Educational Agency Supports

This attachment provides an overview of California’s Comprehensive Support and Improvement (CSI) program implementation, including school eligibility, funding, and technical assistance and support structures.

## Comprehensive Support and Improvement School Eligibility Requirements

Section 1111(c)(4)(D)(i) of the Every Student Succeeds Act (ESSA) requires states to identify schools for CSI. California identified its first cohort of CSI schools with the 2018 California School Dashboard (Dashboard) and its second cohort of CSI schools with the 2019 Dashboard. Schools are eligible for CSI based on the following two categories of schools:

1. Low graduation rate
   * High schools with a graduation rate less than **68** percent **averaged over two years** (adopted by the State Board of Education [SBE] on September 11, 2019)
2. Not less than the lowest-performing five percent of Title I schools
   * Schools with all red indicators
   * Schools with all red but one indicator of another color
   * Schools with all red and orange indicators
   * Schools with five or more indicators where the majority are red

The ESSA school assistance status data file for the fiscal year (FY) 2019 Dashboard is located on the California Department of Education (CDE) CSI web page at <https://www.cde.ca.gov/sp/sw/t1/essaassistdatafiles.asp>.

## Comprehensive Support and Improvement Planning Requirements

Local educational agencies (LEAs) with schools identified for CSI are required, for each identified school, to partner with stakeholders (including principals and other school leaders, teachers, and parents), to locally develop and implement a CSI plan for the school to improve that:

* Is informed by all state indicators
* Includes evidence-based interventions
* Is based on a school-level needs assessment
* Identifies resource inequities, which may include a review of LEA- and school-level budgeting, to be addressed by implementation of the CSI plan.

Additionally, the ESSA requires that the CSI plan be approved by the school, LEA, and state educational agency (SEA). For purposes of the ESSA, California’s SBE serves as the SEA.

Assembly Bill 716 was signed by the Governor on September 18, 2018, and codified in the California *Education Code* sections 64001–65001, streamlined and aligns state and federal planning processes. Effective January 1, 2019, this law renamed the Single Plan for Student Achievement to the School Plan for Student Achievement (SPSA).

Additionally, the law contains the following key provisions:

* Allows the SPSA to meet ESSA requirements for CSI planning
* Allows single school districts and charter schools to utilize the Local Control and Accountability Plan (LCAP) to serve as the SPSA, provided that the LCAP meets the ESSA school planning requirements and the stakeholder requirements established in subdivision (a) of Section 52062 (<http://leginfo.legislature.ca.gov/faces/codes_displaySection.xhtml?lawCode=EDC&sectionNum=52062>)

In order to align the SPSA to ESSA school planning requirements, the CDE provides a SPSA template to assist LEAs and schools in meeting the planning and content requirements for CSI. (<https://www.cde.ca.gov/re/lc/>)

In January of 2019, the SBE took action to address the alignment of LCAP, SPSA, and ESSA planning requirements through the local accountability planning process and school planning process. Beginning at the school level, the LEA works collaboratively with the school site council at each identified school in developing the SPSA; the SPSA includes the CSI planning requirements, and is approved by the governing board of the LEA. At the LEA level, the LEA reports its efforts to support its identified schools in developing, monitoring, and evaluating the implementation and effectiveness of the CSI plan within its LCAP Plan Summary.

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## Every Student Succeeds Act Resources for Comprehensive Support and Improvement

Section 1003(a) of the ESSA requires the state to reserve seven percent of its Title I, Part A allocation and subgrant not less than 95 percent to LEAs to serve schools implementing CSI activities. The Budget Acts of 2018 and 2019 allocated $128,814,000 and $127,082,000, respectively, of ESSA, Section 1003 local assistance funds to LEAs that serve schools implementing CSI activities and $10 million of ESSA, Section 1003 funds to COEs for the purpose of supporting the statewide system of technical assistance and support for LEAs in its county with schools identified for CSI. Specifically, COEs use their CSI funds to review and approve LEA responses to the CSI Prompts.

FY 2018 CSI funds are available to support LEAs with schools identified with the 2018 Dashboard and FY 2019 CSI funds are available to support LEAs with schools identified with the 2019 Dashboard. LEAs with schools identified on the 2019 Dashboard are using FY 2019 funds to develop and implement CSI plans in the 2020–21 SY.

The California Legislature stipulated that ESSA school improvement funds shall be allocated to LEAs through a formula. The CDE, in consultation with SBE staff, developed the formula to equally divide the total amount of available funding by the total number of schools identified for CSI, statewide. The CDE used this formula to apportion FYs 2018 and 2019 CSI funds to LEAs.

To receive an allotment, the ESSA requires the LEA to submit an application for funding that describes how the LEA will develop and implement CSI plans for each identified school and monitor and support their schools receiving these funds. The table below illustrates the number of LEAs that are currently receiving FYs 2018 and 2019 CSI funds and the per school allocations for each LEA.

**Table 1. The Number of LEAs Receiving FYs 2018 and 2019 CSI Funds**

| **Fiscal Year (FY)** | **Number of LEAs Receiving CSI Funds** | **Funds Per-School Allocation** |
| --- | --- | --- |
| 2018 | 387 | $174,545 |
| 2019 | 375 | $170,123 |

Final FYs 2018 and 2019 LEA CSI allocations are available on the CDE CSI web page at <https://www.cde.ca.gov/sp/sw/t1/csileafiscalinfo.asp>.

The CDE allocates CSI funds to LEAs through the apportionment process. Upon an approved application for funding, the CDE apportions 25 percent of the LEA’s total allocation. Subsequent apportionments throughout the established grant period are subject to quarterly expenditures claimed by the LEA. In addition to standard quarterly expenditure reporting, the LEA submits a project budget; reports the date that the CSI plan was approved by the school and LEA; and at the end of the grant period, will submit a grant evaluation including a discussion of the evidence-based interventions/strategies/activities that were effective in improving student outcomes and key learnings.

The grant period for FY 2018 CSI funds began March 18, 2019. LEAs using FY 2018 CSI funds for schools that were identified with the 2018 Dashboard will continue to receive those funds through September 30, 2021, to support continued implementation of their 2019–20 CSI plans through the 2020–21 SY. At its January 2020 meeting, the SBE took action to approve the 2019–20 CSI plans for LEAs with schools identified on the 2018 Dashboard.

The grant period for FY 2019 CSI funds began March 25, 2020. LEAs using FY 2019 CSI funds for schools that were identified with the 2019 Dashboard will continue to receive those funds through September 30, 2021, to support the development and implementation of their 2020–21 CSI plans. This item is a request to the SBE to

approve the 2020–21 CSI plans for LEAs with schools identified on the 2019 Dashboard.

The ESSA requires that CSI funds are prioritized and focused toward the area(s) identified for improvement for each school based on their school-level needs assessment and root cause analysis and that CSI plans are evidence-based and meet higher levels of evidence. The CDE application for funding requires that CSI funds are spent on evidence-based interventions/strategies/activities directly related to the following CSI plan development and implementation efforts:

* Building capacity
* Partnering with stakeholders
* Conducting needs assessments and root cause analysis
* Selecting and implementing evidence-based interventions/strategies/activities
* Using data and outcomes to monitor and evaluate improvement efforts
* Reviewing/identifying and addressing, through the implementation of the CSI plan, resource inequities, which may include a review of LEA- and school-level budgeting

Additionally, the Budget Acts of 2018 and 2019 stipulate that ESSA, Section 1003 funds shall not be used to hire additional permanent staff and that improvement strategies must align to the goals, actions, and services in the LEA LCAP.

## California Department of Education Guidance and Support for Comprehensive Support and Improvement Planning and Program Implementation

The CDE provides a variety of technical assistance and outreach activities, including school improvement consultation and advisement, resources and tools, and webinar presentations to support LEAs in developing and implementing CSI plans, applying for CSI funding, and managing their CSI grants. Even with the circumstances surrounding COVID-19, the CDE has continued to provide responsive and timely technical assistance and outreach activities to LEAs that serve schools implementing CSI activities. In addition, the CDE releases information regarding CSI program updates, including on its website and through listserv email. The following table provides descriptions of outreach and technical assistance activities related to CSI from late winter 2020 to early fall 2020.

**Table 2. Technical Assistance Webinars**

| **Date(s)** | **Location** | **Estimated Number of Attendees** | **Description** |
| --- | --- | --- | --- |
| 2/4/2020 | Virtual | 225 | Applications for Funding Walk-through Webinar  This webinar included a descriptive walk-through of the 2019–20 CSI Application for Funding, including eligibility criteria; allowable and disallowable activities and costs; requirements and guidance for selecting and implementing evidence-based interventions; CSI plan development and implementation requirements; grant reporting requirements; and apportionments. |
| 2/11–12/2020 | In-person | Approximately 100 | Evidence-based Decision-making with ESSA Workshop Presentation  CDE staff partnered with Riverside COE and San Bernardino County Superintendent of Schools to present a workshop webinar at the 2020 Innovating for Equity Summit that included an overview of ESSA requirements related to selecting and implementing evidence-based interventions and a panel discussion to share implementation successes, challenges, and lessons learned. |
| 4/17/2020 | Virtual | 301 | State and Federal Program Directors’ Meeting CSI Webinar  This webinar included an update on 2018–19 and 2019–20 CSI subgrants and the impact of COVID-19 on CSI plan development and implementation, including progress of California’s federal accountability and funding flexibility waivers related to the 2020–21 SY and their potential impact to CSI and adjustments to 2020–21 CSI plan development and implementation timelines. |
| 5/27/2020 | Virtual | 311 LEA/  87 COE | Response to COVID-19 Webinars: Impact on LEAs and COEs that receive CSI grants  These webinars reviewed new timelines for reporting both FYs 2018 and 2019, planning, closeout, next steps, and resources. |
| 08/27/2020 | Virtual | 340 | Federal Reporting Requirements for CSI Webinar  This webinar addressed specific federal reporting requirements for CSI, including data collection requirements, timelines, and due dates. |
| 08/27/2020 | Virtual | 141 | Grant Management and Reporting Tool Walk-through Webinar for COEs Receiving FY 2019–20 ESSA CSI Funds  This webinar reviewed the process for submitting grant management reports using the reporting tool. |
| 09/29/2020 | Virtual | 770 | 2020–21 CSI Prompts Webinar for LEAs and COEs  This webinar addressed requirements, process, and timeline to complete the 2020–21 CSI Prompts template. Additionally, the webinar addressed success criteria, guiding questions, school improvement planning tools and resources, and helpful tips for LEAs and COEs in completing, reviewing, and approving LEA responses. |

Within the system of support, various state and local agencies provide a wide range of support, including resources, tools, professional learning opportunities, and technical assistance that all LEAs, including LEAs with schools identified for CSI, may use to improve student performance by narrowing disparities among student groups across the Local Control Funding Formula priorities, including recognition for success and the ability to share promising practices. These resources are available to all LEAs, i.e., they are Support for All (Level 1), and LEAs with identified schools are responsible for using those resources to meet ESSA’s school improvement requirements. Examples of Level 1 supports are located on the CDE System of Support web page at <https://www.cde.ca.gov/sp/sw/t1/csss.asp>.

Consistent with the system of support’s focus on increasing the capacity of LEAs to meet the needs of each student, the Budget Acts of 2018 and 2019 appropriated $10 million to COEs to support the statewide system of technical assistance and support for LEAs with schools identified for improvement under the ESSA. The COE must use its ESSA, Section 1003 funds for reviewing and approving the CSI prompts. In addition, the COE may use its funds to build LEA capacity to develop, implement, monitor, and evaluate CSI plans designed to improve school and student outcomes.

During the January 2021 SBE meeting, Marin and San Diego COEs will present an overview of their support systems to demonstrate how COEs are working to build the capacity of their LEAs to improve and sustain positive outcomes in schools identified for additional support under the ESSA. Below is a bulleted summary of what each COE will present to the SBE.

* Marin COE is a small, northern California COE with two schools in its county that are eligible for CSI based on the 2019 Dashboard. Student enrollment at one of the schools is 33 and is 62 in the second. A key tenant of Marin COE’s improvement work is focused on relationship building where they work closely and collaboratively with the LEA and it's CSI-eligible school/s/ in leading and facilitating regular engagement and conversation with all stakeholders and analyzing data for continual examination and improvement.
* San Diego COE is a large, southern California COE with 54 schools in its county identified for CSI on the 2019 Dashboard. San Diego COE has developed a two-tiered approach to their CSI support. Tier 1 is "foundational support" that assists all LEAs with CSI-eligible schools in understanding the technical aspects of leading and overseeing the CSI related work within their systems. Tier 2 is a partnership with WestEd and is focused on building capacity to support site-based improvement planning for LEA and school leadership teams. For the 2019–20 school year, Tier 2 emphasized two overarching objectives: 1) support school teams in developing high quality, equity-focused CSI plans; and 2) build school team capacity to use improvement science tools and methods to improve student outcomes.

To ensure continuous access and consistent guidance to LEAs with schools identified for CSI, the CDE maintains an online collection of resources that support school improvement. The Continuous Improvement Resources web page located at <https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp> includes a set of resources and tools to assist LEAs, schools, and local stakeholders as they plan and implement their continuous improvement efforts. Continuous improvement resources are organized around continuous improvement frameworks, LEA self-assessments and inventories, needs assessments, root cause analysis, selecting evidence-based interventions, leadership, stakeholder engagement, and priority-driven budgeting. Designated CDE staff members, who are content experts, provide targeted, one-on-one coaching and support to LEAs and COEs on using these resources and tools to develop and implement CSI plans and drive their improvement work.

The CDE CSI web page, located at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>, serves as a hub of information and guidance relating to school eligibility, program requirements, funding, and frequently asked questions and technical assistance resources and tools.

# Attachment 3: Timeline of the 2020–21 CSI Prompts Approval Process

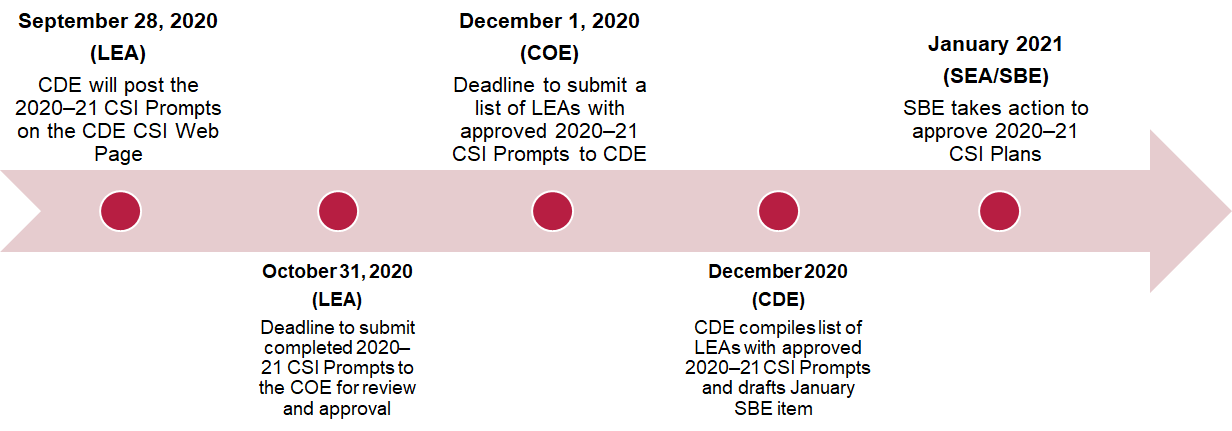


Figure 1

CDE – California Department of Education

COE – County Office of Education

CSI – Comprehensive Support and Improvement

LEA – Local Education Agency

SBE – State Board of Education

SEA – State Education Agency

Please reference the Appendix (Attachment 4) for the alternate text version.

# Attachment 4: Appendix

Alternate Text Version of Figure 1 in Attachment 3

2020–21 CSI Planning timeline indicates 5 important dates in the 2020–21 CSI Prompts Approval Process. It begins with the date the CDE will post the prompts on the CSI web page and ends with the SBE taking action to approve the 2020–21 CSI Plans. The timeline shows an arrow pointing to the right. Five circles inside the boundaries of the arrow, indicates each of the following planning steps (from left to right):

* September 28, 2020 (LEA) CDE will post the 2020–21 CSI Prompts on the CDE CSI Web Page
* October 31, 2020 (LEA) Deadline to submit completed 2020–21 CSI Prompts to the COE for review and approval
* December 1, 2020 (COE) Deadline to submit a list of LEAs with approved 2020–21 CSI Prompts to CDE
* December 2020 (CDE) CDE compiles list of LEAs with approved 2020–21 CSI Prompts and drafts January SBE Item
* January 2021 (SEA/SBE) SBE takes action to approve 2020–21 CSI Plans