2020–21 COMPREHENSIVE SUPPORT AND IMPROVEMENT PROMPTS

STATE EDUCATIONAL AGENCY APPROVAL OF THE COMPREHENSIVE SUPPORT AND IMPROVEMENT PLANS FOR THE 2020–21 SCHOOL YEAR

ACRONYMS

- **CDE**—California Department of Education
- **COE**—County Office of Education
- **CSI**—Comprehensive Support and Improvement
- **ESSA**—Every Student Succeeds Act of 2015

- **LCAP**—Local Control and Accountability Plan
- **LEA**—Local Educational Agency
- **SISO**—School Improvement and Support Office
- **SPSA**—School Plan for Student Achievement

AGENDA

- 2020–21 CSI Planning Timeline
- ESSA CSI Plan Approval Requirements
- 2020–21 CSI Prompts Resolution
- 2020–21 CSI Prompts Timeline and Process
- CSI Prompts
- CSI Roles and Responsibilities
- Notes & Resources for LEAs' Responses to Prompts
- Notes & Resources for COEs Reviewing Responses to Prompts

2020–21 CSI PLANNING TIMELINE

March/April 2020
CSI Plan **Development Activities** Begin

September/October 2020
CSI Plan **Development Activities** Continue

October/November 2020
School and Local Education Agency (LEA) **CSI Plan Approval**

December 2020/January 1, 2021
CSI Plan **Implementation Begins**

[Reference the appendix on slide 42 for the alternative text version](#).

ESSA CSI PLAN APPROVAL REQUIREMENTS

- Section 1111(d)(1)(B)(v)
  - The CSI plan is approved by the school, LEA, and State Educational Agency (SEA).
- For purpose of the ESSA, California's State Board of Education (SBE) serves as the SEA.

CSI PROMPTS IN THE PLAN SUMMARY OF THE LCAP

- In January 2019, the SBE took action to address federal school-level planning requirements through the local accountability planning process and school planning process to support the goal of streamlining state and federal accountability requirements.

- Three CSI Prompts were added to the Plan Summary of the LCAP to serve as the mechanism by which the SBE approves CSI plans.

- COEs play a key role in helping the SBE approve CSI plans.

PRE-COVID: SBE PROCESS TO APPROVE CSI PLANS (1)

Process	Mechanism
LEA partners with schools to develop CSI plans. CSI plans are **approved at the school and LEA-level**.	SPSA/School Site Council (SSC) or LCAP for Single School Districts/Charter Schools. Plans include/address CSI planning requirements.
LEA completes three CSI Prompts in the LCAP Plan Summary and **submits to the COE for review and approval.**	LEA reports its efforts to support its CSI schools in developing, monitoring, and evaluating the implementation and effectiveness of the CSI plan.
COE reviews and approves CSI Prompts in the LCAP Plan Summary and **submits to the CDE** a list of LEAs with approved CSI prompts. COEs receive CSI funding to support this work.	SEA approval process.
CDE compiles the list of LEAs with approved CSI Prompts and **presents the list to the SBE for approval**.	SEA approval of CSI Plans.

PRE-COVID: SBE PROCESS TO APPROVE CSI PLANS (2)

- The LCAP plays a key role in assisting the SBE in meeting its statutory obligation to approve CSI plans.

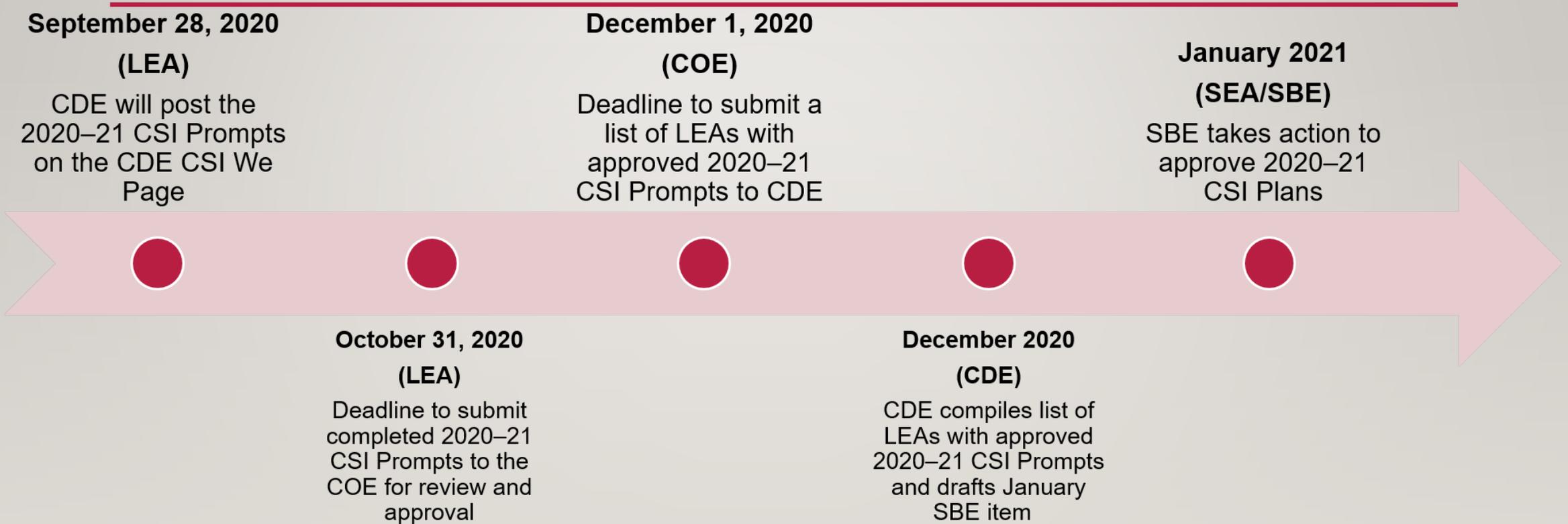# HOW WILL THE SBE APPROVE CSI PLANS IN THE 2020–21 SCHOOL YEAR?

2020–21 LCAP

RESOLUTION FOR THE 2020–21 SCHOOL YEAR

CSI Prompts Process and Timeline

2020–21 CSI PROMPTS TIMELINE AND PROCESS

September 28, 2020

(LEA)

CDE will post the 2020–21 CSI Prompts on the CDE CSI We Page

December 1, 2020

(COE)

Deadline to submit a list of LEAs with approved 2020–21 CSI Prompts to CDE

January 2021

(SEA/SBE)

SBE takes action to approve 2020–21 CSI Plans

October 31, 2020

(LEA)

Deadline to submit completed 2020–21 CSI Prompts to the COE for review and approval

December 2020

(CDE)

CDE compiles list of LEAs with approved 2020–21 CSI Prompts and drafts January SBE item

[Reference the appendix on slide 43 for the alternative text version.](#)

2020–21 CSI ROLES AND RESPONSIBILITIES

LEA	COE	CDE
• Develop, approve, and implement 2020–21 CSI plan (SPSA). • Download the 2020–21 CSI Prompts form from the CDE CSI Prompts web page. • Complete and submit the 2020–21 CSI Prompts form to your COE.	• Develop a process to collect the completed 2020–21 CSI Prompts form from each LEA. • Review and approve the 2020–21 CSI Prompts. Provide technical assistance and support, as needed. • Submit a list of LEAs with approved 2020–21 CSI Prompts to the CDE .	• Disseminate CSI plan development and implementation resources and tools for COEs and LEAs. • Compile the list of LEAs with approved 2020–21 CSI prompts. • Draft the January SBE item and present the list of LEAs with approved 2020–21 CSI Prompts to the SBE for approval.

CSI PROMPTS

1. Identify the schools within the LEA that have been identified for CSI.

2. Describe how the LEA is supporting the identified schools to develop the CSI plans.

3. Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

PROMPT 1:
IDENTIFY THE SCHOOLS WITHIN THE LEA THAT HAVE BEEN IDENTIFIED FOR CSI.

When responding to Prompt 1, keep the following in mind:

- The requirement is to identify to stakeholders those schools eligible to receive CSI.

- Use the common, readily identifiable name for each school.

- Use of identifiers, such as a California School Directory (CDS) code, which are not readily understood by stakeholders, does not meet the requirement.

*Note: For single school districts and charter schools this section may either identify the school or be marked N/A.

PROMPT 2:
DESCRIBE HOW THE LEA IS SUPPORTING THE IDENTIFIED SCHOOLS TO DEVELOP THE CSI PLANS (1)

Remember, the CSI plan must be developed in partnership with stakeholders and:

- Be informed by all State indicators, including student performance against State-determined long-term goals;

- Be based on a school-level needs assessment;

- Include evidence-based interventions; and

- Identify resource inequities, which may include a review of LEA- and school-level budgets, and address those inequities through implementation of the plan.

PROMPT 2:
DESCRIBE HOW THE LEA IS SUPPORTING THE IDENTIFIED SCHOOLS TO DEVELOP THE CSI PLANS (2)

At a minimum, a thorough response would include a description of the LEA's process for developing CSI plans:

- Describe the LEA's planning and support processes to schools, including the LEA's improvement model, frameworks, requirements, and/or evidence-based strategies used to develop CSI plans.

- Include a discussion of the LEA's local context and its process for engaging stakeholders and schools in evidence-based planning and decision making.

PROMPT 2:
DESCRIBE HOW THE LEA IS SUPPORTING THE IDENTIFIED SCHOOLS TO DEVELOP THE CSI PLANS (3)

At a minimum, a thorough response would include a description of the LEA's process for developing CSI plans:

- Describe stakeholder groups that were included and how the LEA used their feedback to develop the CSI plan.

- Describe the LEA's needs assessment, including the type(s) of data and information that were examined and how these data informed development of the CSI plan.

PROMPT 2:
DESCRIBE HOW THE LEA IS SUPPORTING THE IDENTIFIED SCHOOLS TO DEVELOP THE CSI PLANS (4)

At a minimum, a thorough response would include a description of the LEA's process for developing CSI plans:

- Include a brief description of how evidence-based interventions were identified and selected, including a discussion of the LEA's process to match the selected interventions with the identified needs and address the reasons for identification.

PROMPT 2:
DESCRIBE HOW THE LEA IS SUPPORTING THE IDENTIFIED SCHOOLS TO DEVELOP THE CSI PLANS (5)

At a minimum, a thorough response would include a description of the LEA's process for developing CSI plans:

- Describe the way(s) in which the LEA identified resource inequities and how resource inequities are being addressed through implementation of the CSI plan.

- Consider including a discussion of the types of resource inequities identified.

PROMPT 3:
DESCRIBE HOW THE LEA WILL MONITOR AND EVALUATE THE IMPLEMENTATION AND EFFECTIVENESS OF THE CSI PLAN TO SUPPORT STUDENT AND SCHOOL IMPROVEMENT (1)

At a minimum, a thorough response would include a description of the LEA's process for continuous improvement:

- Describe the LEA's process for monitoring and evaluating implementation of the CSI plan, including how the LEA is monitoring and evaluating the effectiveness of the selected evidence-based interventions to improve student outcomes.

PROMPT 3:
DESCRIBE HOW THE LEA WILL MONITOR AND EVALUATE THE IMPLEMENTATION AND EFFECTIVENESS OF THE CSI PLAN TO SUPPORT STUDENT AND SCHOOL IMPROVEMENT (2)

At a minimum, a thorough response would include a description of the LEA's process for continuous improvement:

- Describe the types of data and information the LEA is collecting and analyzing to inform ongoing decision making.

- Include in the descriptions how the LEA is partnering with stakeholders to monitor and evaluate implementation and effectiveness of the CSI plan.

- Consider including a description of the supports, resources, services (e.g., Webinar, guidebook, training, coaching, forums, etc.) the LEA is using to build school and stakeholder capacity for continuous improvement.

COEs THAT SERVE AS LEAs

COEs that serve as LEAs with schools identified for CSI must complete and submit their responses to the 2020–21 CSI Prompts to the CDE for review.

- In the subject line of the email, write: 2020–21 COE CSI Prompts
- Email the form to LCAPreview@cde.ca.gov
- By October 31, 2020

For questions, contact the SISO at SISO@cde.ca.gov

RESOURCES FOR LEAs (1)

CSI Webinars Web Page

- This resource provides a single location for stakeholders to access previously presented CSI-related webinars.

- LEAs and COEs will find a link to the slides for this PowerPoint and the 2020–21 CSI Prompts Form on the CSI Prompts web page.

- This form is to be completed by LEAs and submitted to their COE no later than **October 31, 2020**.

https://www.cde.ca.gov/sp/sw/t1/csiprompts.asp

RESOURCES FOR LEAs (2)

State and District Roles in School Improvement Under ESSA

This resource provides examples of how states and districts might work together to improve low-performing schools under the Every Student Succeeds Act (ESSA). It includes a description of both state and district roles in school improvement, based on an analysis of 23 state ESSA plans and provides examples of how 10 states are carrying out those roles.

https://csti.wested.org/resource/balancing-act-state-and-district-roles-in-school-improvement-under-essa/

RESOURCES FOR LEAs (3)

Evidence-Based Interventions Under the ESSA

Considering the requirement for evidence-based interventions to have strong, moderate, or promising evidence to support them, this resource details the characteristics of both practice and programs, based upon how effective they prove at producing results and improving outcomes when implemented.

https://www.cde.ca.gov/re/es/evidence.asp

Q & A (1)

- **Questions about LEA-specific information presented thus far?**

- **Remember to download, complete, and submit the 2020–21 CSI Prompts to your COE by October 31, 2020.**

COEs: REVIEWING RESPONSE TO PROMPT 1

Guiding Questions

1. Are the common, readily identifiable names used for each school?

2. Are identifiers, such as CDS code, avoided?

3. Is the list complete and correct according to the list provided to the COE by the CDE?

COEs: REVIEWING RESPONSE TO PROMPT 2 (1)

Guiding Questions:

1. Did the LEA include details that illustrate how the CSI plan was developed using a needs assessment with stakeholder engagement and informed by all State indicators?

2. Did the LEA include explanations regarding how evidence-based interventions were identified and selected as well as resource inequities identified?

COEs: REVIEWING RESPONSE TO PROMPT 2 (2)

Guiding Questions:

3. Are the processes that LEAs used to support schools described with sufficient detail, including any improvement models, frameworks, and/or evidence-based strategies?

4. Did the LEA discuss its local context and its process for engaging stakeholders and schools in evidence-based planning and decision-making?

COEs: REVIEWING RESPONSE TO PROMPT 2 (3)

Guiding Questions:

5. Did the LEA describe its stakeholder groups and how the LEA used its feedback to develop the CSI plan?

6. Is the needs assessment described including the type(s) of data and information that were examined and how these data informed development of the CSI plan?

COEs: REVIEWING RESPONSE TO PROMPT 3 (1)

Guiding Questions:

1. Is there a detailed description of the LEA's process for continuous improvement regarding how it will monitor and evaluate the effectiveness of evidence-based interventions?

2. Are types of data and information included that the LEA will collect and analyze to inform ongoing decision making?

COEs: REVIEWING RESPONSE TO PROMPT 3 (2)

Guiding Questions:

3. Is there discussion included concerning how the LEA is partnering with stakeholders and using their feedback in monitoring and evaluating the effectiveness of the CSI plan?

4. Is there a clear and sufficient amount of detail describing the supports, resources, and services that the LEA is using to build school and stakeholder capacity for continuous improvement?

NOTE TO COE REVIEWERS

If the responses to the prompts 2 and 3 state only that support was provided or that monitoring will take place *without* a description of the actual support provided or a description of processes to monitor and evaluate is conclusory, **the response would not be acceptable**.

NEXT STEPS FOR COEs

1. COEs will receive an email from LCAPreview@cde.ca.gov requesting that the COE insert the CSI Prompts' approval date for each of its LEAs with schools eligible for CSI.

2. The LEAs and number of schools will be provided, and the COE is to complete and submit the list to the email address above no later than close of business, Tuesday, December 1, 2020.

3. The CDE will compile the list of LEAs with approved 2020–21 CSI prompts, draft the January SBE item, and present the list to the SBE for approval.

RESOURCES FOR COEs (1)

Organizational Tool for Evidence-based Continuous Improvement Planning

This tool offers valuable questions and charts that can guide the COE CSI work, whether you are new to CSI or a seasoned veteran. It is easy to customize to one's specific needs, as necessary.

https://www.cde.ca.gov/sp/sw/t1/documents/contimpebip.doc

RESOURCES FOR COEs (2)

A Rubric for Assessing Schools' Plans for Improvement

This toolkit contains a rubric on pages 15–28 with detailed instructions on pages 12–14 and criteria for exemplary plans on pages 29–30.

https://csti.wested.org/resource/a-rubric-for-assessing-schools-plans-for-rapid-improvement/

RESOURCES FOR COEs (3)

The California Collaborative for Educational Excellence Pilot Partner Continuous Improvement Toolkit

COEs have a high-level picture of progress of their LEAs and the schools within them. This toolkit has activities that promote the understanding of problems (p.29), deep dives into data (p.32), the 5 Why's (p.36), and recognizing we are stronger together (p.21).

https://ccee-ca.org/resources/research-publications/ccee-pilot-partner-continuous-improvement-toolkit/

RESOURCES FOR COEs (4)

Assembly Bill 1808 appropriated $4 million to establish the **California Geographic Lead Agencies** to build the capacity of COEs to ensure that they are equipped to build the capacity of their LEAs to support the continuous improvement of student performance.

They serve as a facilitator and resource connector. Consider using them!

https://www.cde.ca.gov/sp/sw/t1/crss.asp

Q & A (2)

Any questions?

EVALUATION

Please comment in the Question-Answer space regarding your experience of this webinar.

1. How engaged did you feel during this webinar? (type a word or phrase: very engaged to not very engaged)

2. How would you rate your knowledge of the material presented? (type a word or phrase: very knowledgeable to not very knowledgeable)

3. Please add any suggestions for improvement in the future.

ADDITIONAL QUESTIONS OR COMMENTS?

School Improvement and Support Office (SISO)

(916) 319-0833

SISO@cde.ca.gov

APPENDIX (1)
Slide 4 Alternative Text Version

2020–21 CSI Planning timeline shows an arrow pointing to the right. Four circles inside the boundaries of the arrow, indicates each of the following planning steps:

- March/April 2020 CSI Plan Development Activities Begin
- September/October 2020 CSI Plan Development Activities Continue
- October/November 2020 School and LEA CSI Plan Approval
- December 2020/January 1, 2021, CSI Plan Implementations Begins

There is a checkmark on the circle for September/October to indicate the current step on the planning steps.

APPENDIX (2)

Slide 11 Alternative Text Version

- The 2020–21 CSI Prompts Timeline and Process is shown that describes the steps the LEAs, COEs, CDE, and SEA/SBE will take as the CSI Prompts are completed, submitted, reviewed, and approved.

California Department of Education
September 2020