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# Comprehensive Support and Improvement

Presented by April Tormey, Education Programs Consultant  
School Improvement and Support Office  
Student Achievement and Support Division



TONY THURMOND  
State Superintendent  
of Public Instruction

# Presentation Overview

- **Fiscal Year (FY) 2018–19** Every Student Succeeds Act (ESSA) Comprehensive Support and Improvement (CSI) Subgrants for County Offices of Education (COEs)
- **FY 2019–20** ESSA CSI Subgrants for COEs
- Resources and Information for CSI and various student groups



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# Use of ESSA CSI COE Funds (1)

- The California Budget Act of 2018 appropriated \$10 million in FY 2018 ESSA, Section 1003 funding to COEs for the purpose of supporting the statewide system of technical assistance and support.
- Funds authorized under this grant must be spent on the following activities:
  - Support LEAs to meaningfully address specific provisions and CSI prompts in the 2019–20 LEA LAP Plan Summary.
  - Review and approve the 2019–20 LEA LCAP CSI prompts in the Plan Summary.



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# Use of ESSA CSI COE Funds (2)

- In addition, the COE may use its funds to build LEA capacity to support their schools through meaningful engagement in the school improvement planning and implementation processes, including technical assistance activities related to the following:
  - Stakeholder engagement
  - Conducting needs assessments and root cause analysis
  - Identifying and developing evidence-based interventions/strategies/activities



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# Use of ESSA CSI COE Funds (3)

- Using data to develop, implement, monitor, and evaluate planning and improvement efforts
- Reviewing/identifying resource inequities, which may include a review of LEA- and school-level budgeting



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# FY 2018–19 Grants Funded with FY 2018 CSI Funds

- Schools identified with the 2018 California School Dashboard (Dashboard) and implementing 2019–20 CSI plans
- Grant period began March 18, 2019
- **Original** grant period end date was **September 30, 2020**
  - **Waiver** of Section 421(b) of the General Education Provisions Act (GEPA) to extend the period of availability of FY 2018 funds for programs in which the State Educational Agency participates under its approved consolidated State plan **until September 30, 2021.**
  - FY 2018 CSI funds are included in this waiver



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# Is CSI waived for the 2019–20 school year?

- No, CSI is not waived for the 2019–20 school year. It is the expectation that LEAs will continue with their CSI work as much as is reasonable/practicable/necessary. The waiver of Section 421(b) of the GEPA is a timeline waiver. It extends the period of availability of FY 2018 funds to September 30, 2021, to allow the LEAs and COE with an additional 12 months to expend its FY 2018 allocation.



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# Are FY 2018 CSI funds still available to COEs?

- Yes, FY 2018 CSI funds are still available to COEs. FY 2018 CSI funds are available through Section 421(b) of the GEPA until September 30, 2021. Any COE with an approved 2018–19 ESSA CSI Application for Funding will continue to receive distribution of its FY 2018 allocation through September 30, 2021, or until it reports final FY 2018 expenditures.



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# GEPA Waiver and FY 2018–19 Revised Grant Reporting Periods (1)

Report Name	Reporting Data	Performance Period	Reporting Due Date
Report 1	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	March 18, 2019, to June 30, 2019	July 15, 2019 (BR) July 31, 2019 (E)
Report 2	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	July 1, 2019, to October 31, 2019	November 15, 2019 (BR) November 30, 2019 (E)
Report 3	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	November 1, 2019, to February 29, 2020	March 15, 2020 (BR) March 31, 2020 (E)
Report 4	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	March 1, 2020, to June 30, 2020	July 15, 2020 (BR) July 31, 2020 (E)



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# GEPA Waiver and FY 2018–19 Revised Grant Reporting Periods (2)

Report Name	Reporting Data	Performance Period	Reporting Due Date
Report 5	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	July 1, 2020, to September 30, 2020	October 15, 2020 (BR) October 31, 2020 (E)
Report 6	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	October 1, 2020, to January 31, 2021	February 15, 2021 (BR) February 28, 2021 (E)
Report 7	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	February 1, 2021, to June 30, 2021	July 15, 2021 (BR) July 31, 2021 (E)
Final Performance and Reporting Period	<ul style="list-style-type: none"> <li>•Budget Revisions (BR)</li> <li>•Expenditures (E)</li> </ul>	July 1, 2021, to September 30, 2021	October 15, 2021 (BR) October 31, 2021 (E)



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## Summary of Changes to the FY 2018–19 Grant Performance Periods and Reporting Due Dates

- Report names have changed to accommodate an additional 12 months of the FY 2018–19 grant performance period.
- Three additional FY 2018–19 grant performance and reporting periods have been added.
- Budget revision due dates have been added to the table.
- Consider budget revisions due to possible changes. While not required, if completing a budget revision, it must be submitted before each expenditure report due date.
- Scheduled FY 2018 apportionments will continue to follow each FY 2018–19 reporting period through closeout.



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# Can I skip a reporting due date?

- No, the COE must submit an expenditure report for each reporting period. If the COE does not have any expenditures to report, it must enter \$0 for each object code series.
- Ask for guidance anytime (not just when reports are due) when it comes to reporting, describing expenditures, and allowable use of funds.
- Also, please let us know as soon as possible if you are experiencing challenges.



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# Will I need to wait until September 30, 2021, to close out my FY 2018–19 grant?

- No, the COE may close out its FY 2018–19 ESSA CSI grant once it has expended all of its FY 2018 CSI funds. In this case, the COE should liquidate its funds within 90 days of reporting final expenditures. However, the COE may request and receive an extension of the liquidation period, including up to 90 days of the close of the grant period, if needed. The close of the FY 2018 grant period is September 30, 2021.
- Contact the School Improvement and Support Office (SISO) by email at [siso@cde.ca.gov](mailto:siso@cde.ca.gov) or by phone at 916-319-0833 to discuss early closeout.



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## What are the FY 2018–19 LEAs Required to Do in the 2020–21 School Year? May LEAs use their 2019–20 CSI Plans in the 2020–21 school year to meet CSI planning requirements?

- Yes, LEAs may use their 2019–20 CSI Plans to meet CSI planning requirements in the 2020–21 school year. It is expected that LEAs will update, as is reasonable/practicable/necessary, their 2019–20 CSI plans in order to meet identified student needs in the 2020–21 school year and continue to implement evidence-based interventions/strategies/activities consistent with its school support and improvement goals and plan.



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## How can the COE support their LEAs with 2018 Dashboard Schools?

- Help the LEA understand that they have an additional 12 months through September 30, 2021, to spend their FY 2018 funds. Some LEAs have not spent even half of their FY 2018 funds that were originally required to be spent by this September 30, 2020.
- Support the LEA in their efforts to gather and analyze available local data since they will not have Smarter Balance testing this year or the California School Dashboard data to confirm the anticipated improvement results.
- Share what you know about improvement science, evidence-based strategies, and best practices from other schools, LEAs, and COEs.



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# Guiding Questions (1)

- How can we think creatively and innovatively about **how** to continue our school improvement work and to leverage local decision making about what is best for our learning community and how to continue to provide supports and interventions consistent with the school's support and improvement plan?
- Continuous Improvement Resources web page located at <https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp>.



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## Guiding Questions (2)

- How much of each school's plan was able to be implemented so far?
- How well did the LEAs work toward implementing the evidence-based strategies/interventions/activities designed to improve student outcomes? Is there enough data to determine? What do the data show?
- Did students improve? How do we know?



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# Guiding Questions (3)

- What do we need to adopt/adjust/abandon to continue improving student outcomes in the 2020–21 school year? What are the priorities? What makes sense?
- Do we need additional help?
  - Consider: Geographical Lead Agencies, CDE staff, or other experts

Adapted from the Working Toward Coherence presentation located at <https://www.acsa.org>



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# Brief Pause to Answer Questions



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# FY 2019–20 Grants Funded with FY 2019 CSI Funds

- Schools identified with the 2019 Dashboard that are implementing 2020–21 CSI plans
- Grant period began March 25, 20
- Grant period will end September 30, 2021



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# Does the GEPA waiver for FY 2018 funds apply to FY 2019 funds?

- No, the GEPA waiver extends only the period of availability of FY 2018 funds. FY 2019 funds are set to end September 30, 2021.



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# Is CSI waived for the 2020–21 school year?

- No, CSI is not waived for the 2020–21 school year. As part of the Federal Waiver on Assessment and Accountability that was granted to California on March 27, 2020, California had to assure that any school that is identified for CSI or targeted support and improvement or additional targeted support and improvement (ATSI) in the 2019–20 school year will maintain that identification status in the 2020–21 school year **and continue to receive supports and interventions consistent with the school’s support and improvement plan in the 2020–21 school year.**



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# Work that Still Needs to be Done (1)

- 2020–21 CSI and ATSI plan development and implementation requirements and timeline.
  - One idea: LEAs with schools identified with the 2018 Dashboard that did not exit with the 2019 Dashboard **could** revise/update, as needed and as is reasonable/practicable/necessary, their 2019–20 CSI plans to be used in the 2020–21 school year.



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## Work that Still Needs to be Done (2)

- LEAs with schools newly identified with the 2019 Dashboard that were not previously identified with the 2018 Dashboard will need to develop and implement a 2020–21 CSI or ATSI plan (consistent with their identification status).
  - **The California Department of Education (CDE) continues to work with the State Board of Education (SBE) and the United States Department of Education (ED) on the school improvement timeline and requirements.**



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# When should the 2020–21 CSI plans be developed and approved?



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

**Safety first. Always!**

**Local decision on what is reasonable/practicable/necessary**



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# Under the proposed timeline, how long should 2020–21 CSI plans be in place?

- FY 2019 funds are available for CSI activities through September 30, 2021. The LEA may use its FY 2019 CSI funds for 2020-21 CSI plan development and implementation activities through the end date of the grant period.
- The sooner that CSI plans can be implemented, the sooner that students, teachers, and leaders can receive supports and interventions consistent with the school's support and improvement plan.



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How does the proposed timeline work when the application for funding was completed to align with the Local Control and Accountability Plan (LCAP) and the LCAP is now due December 15?

- These are challenging and unprecedented times that no one could have anticipated. Under the circumstances, the LEA may need to think strategically about how it will align its 2020–21 CSI plans to its LCAP.
- The extended timeline should allow the LEA additional time to align 2020–21 CSI interventions/strategies/activities with the goals, actions, and services in the LCAP, as applicable.
- Alignment happens best when there is internal coherence.



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Are the FY 2019 CSI funds still available to COEs? If so, when will COEs begin receiving their apportionments?

- Yes, FY 2019 CSI funds are available through September 30, 2021. The CDE posted final COE allocations at <https://www.cde.ca.gov/fg/fo/r16/documents/coefinalalloc19.xlsx>.
- The first apportionment of 25 percent of each COE's total allocation was processed in April 2020.
- Expect to receive it in May 2020.



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# What are the reporting requirements for the FY 2019–20 CSI grants?

Report Name	Previous Due Date	*Revised Report Name	*Revised Due Date
Report 1	July 31, 2020	Report 1	October 31, 2020
Report 2	October 31, 2020	Report 2	February 28, 2021
Report 3	March 31, 2021	Report 3	June 30, 2021
Report 4	June 30, 2021	Final Report	October 31, 2021
Final Report	October 31, 2021	*Updated April 17, 2020	*Updated April 17, 2020



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## How can the COE support their LEAs with 2019 Dashboard schools?

- Share the knowledge and best practices gathered from the experiences of LEAs and schools in CSI last year.
- Support the LEA in their efforts to gather and analyze available local data since they will not have Smarter Balance testing this year or the California School Dashboard data in 2020 to inform progress.
- Provide guidance and be available as much as possible in the unusual times. Realize that there may be additional stress around the desire to improve under the current conditions.



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# The Riverside County Office of Education (1)

- **CSI Support for Districts and Schools**
  - Dr. Melissa Bazanos, Executive Director  
[mbazanos@rcoe.us](mailto:mbazanos@rcoe.us)
  - Dr. Colleen Flavin, Administrator  
[cflavin@rcoe.us](mailto:cflavin@rcoe.us)
- Assessment, Accountability, and Continuous Improvement Unit, Division of Educational Services



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# The Riverside County Office of Education (2)

## **CSI Support Services Before COVID-19**

- Multi-day team-based root cause analysis inquiry process
- Support for selection of evidence-based practices
- Site visits to partner LEAs: Dialogue with site leaders and student panel
- Dashboard analysis and SPSA development sessions



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# The Riverside County Office of Education (3)

## **CSI Support Services Before COVID-19**

- Collaboration with County Offices of Education (COEs) in Geographic Area (Southern CA System of Support)
  - In-person collaboration sessions
  - Shared resources via Google folders
  - Modification of existing resources for COE contexts
  - CSI/ATSI Dashboard analysis visualization



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# The Riverside County Office of Education (4)

## **CSI Support Services During COVID-19**

- Support for Districts and Schools
  - Virtual sessions with District and School leaders
  - Webinar: Planning a School Plan for Student Achievement during School Closures
  - Support for virtual stakeholder engagement (School Site Council, English Learner Advisory Committee, etc.)



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# The Riverside County Office of Education (5)

## **CSI Support Services During COVID-19**

- Collaboration with COEs in SoCal SOS
  - Virtual collaboration sessions
  - Analysis of state and federal guidance to build shared understanding
  - Resource development sharing



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# The Riverside County Office of Education (6)

## **CSI work with Desert Sands Unified**

- Dr. Angela Randolph
  - Director, State and Federal Programs
  - Educational Services Department
  - Phone: 760-771-8662
  - Email: [angela.randolph@desertsands.us](mailto:angela.randolph@desertsands.us)



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# Helpful Tips

- Continue with CSI/ATSI work as much as is reasonable/practicable/necessary.
  - **Safety first. Always!**
- Think creatively and innovatively about **how** to accomplish school improvement work.
- Leverage local decision making about what is best for your learning community and how to continue to support students in schools identified for CSI or ATSI.
- Be mindful of equity, access, and privacy when thinking about meetings and collaboration.



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# General Resources and Information

- Frequently Asked Questions related to the coronavirus pandemic and CSI are located under the Technical Assistance tab at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.
- Continuous improvement resources and tools at <https://www.cde.ca.gov/sp/sw/t1/continuousimprovement.asp>
- General CSI program requirements, including school eligibility and COE funding information are located at <https://www.cde.ca.gov/sp/sw/t1/csi.asp>.
- California's federal waiver information is located on the CDE ESSA web page at <https://www.cde.ca.gov/re/es/>.
- CDE coronavirus information, including weekly updates from State Superintendent of Public Instruction, Tony Thurmond, is located at <https://www.cde.ca.gov/ls/he/hn/coronavirus.asp>.



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# Resources and Information for Supporting Student Groups



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# English Learners Data Dive

- English learners and English learners who are also receiving special education services
  - Are not a homogeneous group
  - Consider disaggregating data by:
    - Time in program or US school
    - Prior school experience in country of origin
    - Literacy level in the primary language
    - English language proficiency level
- Use DataQuest at <https://dq.cde.ca.gov/dataquest/>



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# English Learner Resources (1)

- Contact information for the Regional English Learner Specialists for assistance within the State System of Support at <https://www.cde.ca.gov/sp/el/t3/coeleadscontactlist13.asp>
- English Learner Specialists resources can be found at <https://www.cde.ca.gov/sp/el/t3/t3leads.asp>
- California Collaborative for Educational Excellence also provides resources and support in the State System of Support <https://ccee-ca.org/resource-collection.asp>



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# English Learner Resources (2)

- The California County Superintendents Educational Services Association (CCSESA) Curriculum and Instruction Subcommittee (CISC) has resources and webinars to support COE work with LEAs
  - Visit their web page at <https://ccsesa.org/committees/cisc/>



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# English Learner Resources (3)

- Below is a list of COVID-19 English learner resources available on the CDE Resources web page at <https://www.cde.ca.gov/sp/el/er/>
  - English Language Development Distance Learning Frequently Asked Questions (FAQs)
  - Parent Newsletters with information regarding COVID-19 topics, available in the top 5 languages in addition to English
  - FAQs regarding the ELAC and DELAC requirements during the COVID-19 physical school closures.



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# Resources for Supporting Foster Youth

- The Foster Youth Services Coordinating Program is designed to increase interagency support for foster youth and build capacity within school districts and charter schools.  
<https://www.cde.ca.gov/ls/pf/fy/>
- State Level Educational Outcomes for Foster Youth can be found at <https://www.cde.ca.gov/ds/sg/fosteryouth.asp>
- Educational Rights/Partnerships/Resources for Foster Youth can be found at <https://www.cde.ca.gov/ls/pf/fy/resources.asp>
- Contact Information for each local educational agency's Educational Liaisons for Foster Youth can be found at <https://www.cde.ca.gov/ls/pf/fy/ab490contacts.asp>



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# Resources for Supporting Students Experiencing Homelessness

- The McKinney-Vento Homeless Assistance Act is federal legislation that ensures the educational rights and protections of children and youths experiencing homelessness.
- All LEAs must ensure that homeless students have access to the same free, appropriate public education, including public preschools, as provided to other children and youths.
- Program strategies to assist in the areas of transportation, identification, enrollment, preschool, and special education can be found at <https://www.cde.ca.gov/sp/hs/cy/strategies.asp>.
- Additional resources and contact information for LEA's Homeless Liaisons can be found at <https://www.cde.ca.gov/sp/hs/>



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- Program strategies to assist in the areas of transportation, identification, enrollment, preschool, and special education can be found at <https://www.cde.ca.gov/sp/hs/cy/strategies.asp>.
- Additional resources and contact information for LEA's Homeless Liaisons can be found at <https://www.cde.ca.gov/sp/hs/>



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# Resources for Supporting Students with Disabilities

- Resources and guidelines on the Common Core State Standards (CCSS) for the Special Education Community can be found at <https://www.cde.ca.gov/sp/se/cc/>
- Resources and support for parents, guardians, and families of children with disabilities can be found at <https://www.cde.ca.gov/sp/se/fp/>
- Additional information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and nonacademic skills can be found at <https://www.cde.ca.gov/sp/se/>



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- Additional information and resources to serve the unique needs of persons with disabilities so that each person will meet or exceed high standards of achievement in academic and nonacademic skills can be found at <https://www.cde.ca.gov/sp/se/>



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# Questions and Assistance (1)

- For questions about CSI program requirements and subgrants, email the SISO at [siso@cde.ca.gov](mailto:siso@cde.ca.gov) or call the main line at 916-319-0833
- For questions about supporting English learners, email the English Learner Support Division at [ELSD@cde.ca.gov](mailto:ELSD@cde.ca.gov) or call the Division main line at 916-319-0938
- For questions about supporting foster youth, email the Integrated Student Support and Programs Office at [fosteryouth@cde.ca.gov](mailto:fosteryouth@cde.ca.gov) or call the main line at 916-319-0836



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# Questions and Assistance (2)

- For questions about supporting students experiencing homelessness, email the Integrated Student Support and Programs Office at [homelessED@cde.ca.gov](mailto:homelessED@cde.ca.gov) or call the main line at 866-856-8214
- For questions about supporting students with disabilities, email the Special Education Division at [specedinforshare@cde.ca.gov](mailto:specedinforshare@cde.ca.gov) or call the main line at 916-445-4613



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State Superintendent  
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# Appendix

## Slide 25 Alternative Text Version

- Title of image: Proposed Timeline
- The image is a timeline with a starting point, benchmarks, and an end point. The image includes an arrow pointing to the right with four cycles and a palm tree placed across the arrow. Each circle in the image describes a specific activity related to CSI planning requirements.



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# Appendix (2)

## Slide 25 Alternative Text Version Continued

- First cycle: March/April/May 2020 Plan Development Activities Begin
- Palm tree represents the summer months of June, July, August
- Second circle: September/October 2020 CSI Plan Development Activities Continue
- Third circle: October/November 2020 School and LEA Approve CSI Plans
- Fourth circle: December 2020/January 2021 CSI Plan Implementation Activities Begin