SCHOOL IMPROVEMENT GRANT

Cohort 4, 2018–19
Online Monitoring Webinar
June 27, 2018

Presented by:
School Improvement and Support Office
Agenda

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  • Online Monitoring

Monitoring Instruments
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  • State-determined Intervention Model Instrument
  • Restart Instrument

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Monitoring Overview
Purpose

Federal laws and regulations require the California Department of Education (CDE) to ensure that School Improvement Grant (SIG) funds are awarded to local educational agencies (LEAs) and are used by LEAs in accordance with the statutory requirements and the SIG final requirements.
Acronyms

- **CDE**: California Department of Education
- **CMT**: CDE Monitoring Tool
- **ED**: U.S. Department of Education
- **FPR**: Fiscal and Program Requirements
- **LEA**: Local Educational Agency
- **NOF**: Notification of Findings
- **RS**: Restart
- **SD**: State-determined Intervention Model
- **SIG**: School Improvement Grant
Online Monitoring (1)

• All SIG LEAs will be required to upload evidence into the CMT for two program instruments:
  - FPR instrument - all LEAs
  - SD instrument – only if selected as the intervention model
  - RS instrument – only if selected as the intervention model

• Each SIG LEA will participate in one of three monitoring cycles.
# Online Monitoring (2)

<table>
<thead>
<tr>
<th>LEA Cycle</th>
<th>LEA CMT Upload Start Date</th>
<th>LEA CMT Upload End Date</th>
<th>NOF Issued to LEA</th>
<th>LEA Resolves or Responds to NOF (if necessary)</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>August 31, 2018</td>
<td>October 15, 2018</td>
<td>November 15, 2018</td>
<td>January 9, 2019</td>
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<tr>
<td>2</td>
<td>October 1, 2018</td>
<td>November 14, 2018</td>
<td>December 17, 2018</td>
<td>February 5, 2019</td>
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<td>3</td>
<td>October 26, 2018</td>
<td>December 10, 2018</td>
<td>January 10, 2019</td>
<td>February 25, 2019</td>
</tr>
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Dates are approximate and may be adjusted.
Online Monitoring (3)

Notification of Findings

• The NOF will be issued within 30 calendar days of the LEA Upload End Date.

• If necessary, the LEA must resolve or respond to the NOF within 30 business days by providing additional documentation or evidence to address the finding(s).

• If additional time is needed to resolve a finding, the LEA must request a Resolution Agreement in the CMT.
Monitoring Instruments
The FPR instrument contains six instrument items:

- FPR 01: Fiscal Management
- FPR 02: Fiscal Accountability
- FPR 03: SIG Funded Personnel
- FPR 04: SIG Funded Contracts
- FPR 05: Inventory
- FPR 06: Program Effectiveness
Fiscal and Program Requirements Instrument (2)

FPR 01: Fiscal Management

1.0 Use of internal controls and fund accountability procedures to ensure proper disbursement of, and accounting for, federal funds paid under the sub-grant, including local educational agency (LEA) accounting systems that have the ability to track the use of School Improvement Grant (SIG) funds and permit the disclosure of financial results.

1.1 The LEA must have written procedures for determining cost allowability and must maintain effective control over SIG funds; the use of federal funds to supplement, not supplant, state and local funds.

Fiscal and Program Requirements Instrument (3)

FPR 03: SIG Funded Personnel

3.0 Ensure that charges to the SIG award for salaries are based on records that accurately reflect the work performed, including the proper accounting of time and effort for SIG paid staff, and ensure that the LEA properly charges and documents salaries and wages that are accurate, allowable, and properly allocated to the SIG program.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; 2 CFR § 200.430)
Fiscal and Program Requirements Instrument (4)

FPR 04: SIG Funded Contracts

4.0 Maintain effective control and accountability for all grant and sub-grant cash, real and personal property, and other assets. Adequately safeguard all such property and assure that it is used solely for authorized purposes through management and monitoring that ensures sufficient LEA internal control over SIG funds and SIG contracted services, including, but not limited to, contracts, purchase orders requisitions, purchase orders, invoices, and establishment of an appropriate system of testing sufficient to ensure mitigation of risks.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; 2 CFR § 200.430)
Fiscal and Program Requirements Instrument (5)

FPR 05: Inventory

5.0 The LEA maintains an inventory record for each piece of equipment with an acquisition cost of $500 or more per unit that is purchased with SIG funds.

5.1 LEA has conducted a physical check of the inventory of equipment within the past two years and reconciled the result with inventory records.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; 2 CFR § 200.313[d])

California Education Code Section 35168
Fiscal and Program Requirements Instrument (6)

FPR 06: Program Effectiveness

6.0 The LEA establishes annual goals for student achievement on the State assessments in both reading/language arts and mathematics and measures progress on the leading indicators and must hold the charter school operator (CSO), charter management organization (CMO), education management organization (EMO), or other external providers accountable for meeting these requirements, if applicable.

6.1 The LEA/School Site Council (SSC)/Leadership Team aligns the SIG annual student achievement goals with the Single Plan for Student Achievement (SPSA) goals and activities, and reviews the effectiveness of the actions and activities included in the school improvement plan; and the LEA must use the evaluation to improve SIG implementation with respect to student performance and progress.

(Final Requirements, 80 FR 7224-01, 7246 [February 9, 2015]; RFA at pp. 10, 20)
Fiscal and Program Requirements Instrument (7)

Example (FPR 02)

FPR 02: Fiscal Accountability

2.0 Ensure that SIG funds are spent as indicated in the sub-grant proposal

2.1 SIG Funds are managed in compliance with federal statues, regulations, and the terms and conditions of the SIG award, including ensuring that SIG funds are used only in the school(s) identified in the LEA’s A0-400 Grant Award Notification.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; 2 CFR §§ 200.300-200.303; School Improvement Grant, Cohort 4 Local Educational Agency Request for Applications [RFA] at p. 21)
Fiscal and Program Requirements Instrument (8)

Example (FPR 02)

Evidence Request

Rigorous Review Process
Abbreviation: RgrsRvwPrcs
Description: Evidence of rigorous review process conducted for external providers including selection criteria, analysis of proposed strategies, review of implementation capacity, and evidence of prior success.

Item Instructions: FPR 02: Upload evidence only if the CSO, CMO, EMO or LEA is using SIG funds to contract for additional services.

Related Items: FPR 02
Fiscal and Program Requirements Instrument (9)

Example (FPR 02)

Sample evidence may include:

- Established documentation that outlines the process for screening, selecting, and evaluating external providers, including performance and progress reports
- Evidence of a provider’s prior success
- Meeting agenda and minutes for how external providers were vetted and are being held accountable for effective implementation

Please note: These are only examples of possible evidence and are not representative of the only evidence that can be used to meet this evidence request.
The SD instrument contains six instrument items:

- SD 01: Lead Partner
- SD 02: School Leadership
- SD 03: Teaching and Learning
- SD 04: Student Non-Academic Support
- SD 05: Family and Community Engagement
- SD 06: Support and Oversight
State-determined Intervention Model Instrument (2)

SD 01: Lead Partner

1.0 In the planning year, the local educational agency (LEA) will identify and select one of the required Lead Partners and maintain the partnership throughout the grant period.

State-determined Intervention Model Instrument (3)

SD 02: School Leadership

2.0 Develop or adopt local leadership competencies and use them to conduct a rigorous selection process to identify effective school leaders.

2.1 Replace the current school principal with a leader who demonstrates the competencies prior to the start of the intervention model, or retain the current school principal if they demonstrate the competencies.

2.2 Provide customized and ongoing outcome-driven professional development (PD) opportunities to strengthen and build leadership practices and capacity.

2.3 Promote the use of continuous data feedback that is connected to professional learning opportunities, and supports ongoing learning and improvement for school principals.

2.4 For LEAs implementing optional strategies under the California State-determined Intervention Model: optional strategies are implemented with the framework of the model and are in addition to, and not instead of, the actions that are required as part of the selected model.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; RFA at Appendix C pages 1-2)
State-determined Intervention Model Instrument (4)

SD 03: Teaching and Learning

3.0 Complete a comprehensive needs assessment of the instructional program.

3.1 Based on identified needs, use student data to inform and differentiate instruction to meet the academic needs of individual students.

3.2 Provide and ensure staff attend ongoing, high-quality, job-embedded PD that: (A) is aligned with the school’s comprehensive instructional program; (B) is designed with school staff to ensure they are equipped to facilitate effective teaching and learning; and (C) promotes continuous improvement and feedback that supports ongoing learning.

3.3 For LEAs implementing optional strategies under the California State-determined Intervention Model: optional strategies are implemented with the framework of the model and are in addition to, and not instead of, the actions that are required as part of the selected model.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; RFA at Appendix C page 3)
State-determined Intervention Model Instrument (5)

SD 04: Student Non-Academic Support

4.0 Provide appropriate social-emotional and community-oriented services and supports for students that match identified needs, including three or more of the following:

a) Implement an integrated social support network.

b) Develop regular communication and implement a check-in system that addresses students’ needs.

c) Implement strategies and opportunities for ongoing student engagement.

d) Implement social and emotional program(s) and services.

e) Implement strategies to improve school climate.

f) Implement ways to improve school discipline.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; RFA at Appendix C pages 5-6)
State-determined Intervention Model Instrument (6)

SD 05: Family and Community Engagement

5.0 Provide ongoing mechanisms for family and community engagement that match identified needs, including three or more of the following:

a) Implement or improve a system of regular communication with parents/guardians.

b) Foster a welcoming school environment.

c) Develop a family engagement team of administrators, staff, and teachers.

d) Develop a partnership culture with families and students.

e) Identify communication barriers and implement strategies for removing the identified barriers.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; RFA at Appendix C pages 6-7)
State-determined Intervention Model Instrument (7)

Example (SD 06)

SD 06: Support and Oversight

6.0 Update an existing or adopt a new governance structure. This may include, but is not limited to, requiring the school to report to a new turnaround office in the LEA, or hiring a turnaround leader who reports directly to the superintendent or chief academic officer.

6.1 Grant the school principal sufficient operational flexibility to implement fully a comprehensive approach in order to substantially improve student achievement outcomes and, if applicable, increase high school graduation rates.

6.2 Ensure that the school receives ongoing, intensive technical assistance and related support from the LEA or a designated external Lead Partner organization.

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; RFA at Appendix C page 7)
State-determined Intervention Model Instrument (8)

Example (SD 06)

Evidence Request

Operational Flexibility
Abbreviation: OprtnlFlxblty

Description: Examples of the school’s new operational flexibility in areas such as, but not limited to, staffing, scheduling, revised duty statements, and agendas or minutes that reflect school-level decision making.

Item Instructions:

Related Items: SD 06
State-determined Intervention Model Instrument (9)

Example (SD 06)

Sample evidence may include:

- Comparison of master schedule that reflect changes from previous year(s)
- Modified job descriptions or duty statements that reflect the increase of operational flexibility, including greater decision making and engagement
- Pre and post SIG district or board meeting minutes that show increased operational flexibility via policy changes or reporting structures

Please note: These are only examples of possible evidence and are not limited to the only evidence that can be used to meet this evidence request.
The RS instrument contains four instrument items:

- **RS 01**: Selection of Charter School Operator (CSO), Charter Management Organization (CMO), or Education Management Organization (EMO)
- **RS 02**: Former Student Enrollment
- **RS 03**: California Charter Requirements
- **RS 04**: Optional Components
2.0 A Restart Model school must enroll, within the grades it serves, any former student who wishes to attend the school.

(Final Requirements, 80 FR 7224-01, 7242 [February 9, 2015])
RS 03: California Charter Requirements

3.0 Fulfill all California requirements for converting to a charter school (if applicable).

(Final Requirements, 80 FR 7224-01 [February 9, 2015]; Education Code sections 47600 et seq.)
RS 04: Optional Components

4.0 For local educational agencies (LEAs) implementing selected components under other intervention models described in the final requirements. Optional components are implemented within the framework of the model and are in addition to, not instead of, the actions that are required as part of the selected model.

(Final Requirements, 80 FR 7224-01 [February 9, 2015])
Example (RS 01)

RS 01: Selection of Charter School Operator, Charter Management Organization, or Education Management Organization

1.0 Create and conduct a locally-determined rigorous review process for the purposes of selecting a charter school operator (CSO), charter management organization (CMO), or an education management organization (EMO).

Restart Instrument (6)

Example (RS 01)

Evidence Request

CSO, CMO, or EMO Accountability
Abbreviation: CSOCMOEMOAcntblty
Description: Copy of contract or agreement that details the agreement terms and provisions to hold the CSO, EMO, or CMO accountable for complying with the SIG requirements.

Item Instructions:

Related Items: RS 01
Sample evidence may include:

- Written contract or agreement that details the scope of work and the dates of the services to be performed by the CSO, CMO, or EMO

- Written contract or agreement that specifies how the LEA is holding the CSO, CMO, or EMO accountable for implementation and the SIG requirements

- Other evidence, including sample performance and progress reports; meeting agendas and minutes

Please note: These are only examples of possible evidence and are not representative of the only evidence that can be used to meet this evidence request.
Resources and Wrap-up
Monitoring Resources (1)

CDE SIG Web page
https://www.cde.ca.gov/ta/cr/sigcohort4prgmonitoring.asp

- LEAs/school sites selected for review
- Program Monitoring instruments
- Link to CMT
- LEA Notification of Online Monitoring Review
Monitoring Resources (2)

CDE Compliance Monitoring Web page
https://www.cde.ca.gov/ta/cr/cmt.asp

• CMT Resources
• SIG CMT Training Date: June 28, 2018 at 10:00 a.m.
• SIG CMT Training Contact Information
  o Stacy Savoca – SSavoca@cde.ca.gov / 916-319-0502
# Program Contacts

<table>
<thead>
<tr>
<th>SIG Program Contact Information</th>
<th>Assigned LEAs</th>
</tr>
</thead>
</table>
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Thank you!