CDE and CISC Definition of Foundational Statewide System (RSDSS) Work

Introduction: Authorized by Title I of the Elementary and Secondary Education Act (ESEA) at Section 1117, the Statewide System of School Support assists local educational agencies (LEAs) with Program Improvement (PI) and other Title I schools. The system includes the California Department of Education (CDE), the California Comprehensive Center at WestEd (CACC) and the county office-based Regional System of District and School Support (RSDSS).

The purpose of this document is to identify the foundational work of the RSDSS, the chief resource for LEAs with Title I schools. RSDSS services to schools and districts in Title I PI seek to build the capacity of LEA and school staff to improve student achievement in systemic ways through the use of effective instructional and organizational practices.

Both federal program monitors and state legislative and fiscal policy committees have cited a lack of consistency in the access and content of RSDSS services statewide. The Curriculum and Instruction Steering Committee of the California County Superintendents Educational Services Committee and the CDE have collaborated to provide this outline of foundational RSDSS work. It will appear on the CDE Web site for LEA use.

Outlined below is an array of RSDSS services that constitute a foundational set of services offered annually at no cost to LEAs. Not every region will offer these services in the same way, due to differing demographic, geographic, and educational needs. Likewise, no cost federally subsidized RSDSS service options offered in addition to foundational services will vary. Because of federal funding constraints limiting RSDSS grant awards, county offices of education (COEs) offer fee-based services that LEAs may choose to receive in addition to what RSDSS offers at no cost. Nevertheless, staff in each RSDSS region will provide the following list of LEA services without charge to the extent that capacity, resources and district needs permit. If requests for service exceed capacity, the RSDSS will prioritize those requests based upon the RSDSS service priority districts and schools listed below. Statewide RSDSS meetings will be used to tailor the services described below and to analyze effects on student learning in targeted LEAs and schools as part of a continuous cycle of improvement and refinement of services.

RSDSS staff may offer services to multiple LEAs in a workshop setting either web-based or face-to-face and combine topics in an efficient combination in order to best respond to local needs.

RSDSS Service Priority Districts and Schools: As previously stated, the RSDSS service priority begins with LEAs with schools in PI Years 3, 4, 5 and follows in rank order, LEAs with schools in PI Years 1 and 2, and LEAs with any Title I schools. LEAs with schools which are currently receiving special funding to address issues similar to

those in the RSDSS scope of work (i.e., a School Improvement Grant or a Corrective Action grant award) should not be provided duplicate RSDSS services.

Goal 1—Guide LEAs to Establish and Implement an Effective District School Liaison Team (DSLT)

1. **Establish and/or support a District School Liaison Team (DSLT):** Disseminate information and provide technical assistance (TA), delivered to either a large group or one-on-one minimum of two hours on establishing and/or supporting a DSLT including an overview of its composition, purpose and responsibility, PI school and district requirements, program evaluation tools, including CDE and other tools, and suggested actions to support increased student achievement.

2. **Gather and analyze data:** Provide initial TA of at least four hours for LEAs that request assistance on how to collect, analyze, and use multiple data sources, including the state and federal accountability measurements and CDE program self-evaluation tools to identify school and district needs. Other potential data sources for use in identifying school and district priorities may include findings from federal program monitoring visits, locally developed program evaluation tools and Healthy Kids Survey, for example.

3. **Use data to establish school and district priorities:** Using information gathered in the needs assessment (DAS, APS or metrics from the eight state priority areas) to identify priority goals, provide a minimum of six hours of TA, delivered to either a large group or one-on-one, on setting priorities, including the reallocation of human and fiscal resources, revising and aligning the school site and district plans (e.g. SPSA and LEA Plans). These plans should at minimum address: Title I, Title II, Title III and Title V requirements, based on funding applications, identify high priority goals and implementation strategies based on data, and describe the planned sequence of activities, funding and persons responsible to achieve goals, and alignment of federal plans to state plans.

4. **Establish and implement a local monitoring system:** Provide TA, delivered to either a large group or one-on-one on monitoring the implementation of revised and aligned school site and district plans (SPSAs and LEA Plans) which includes an overview of established metrics and methods of monitoring progress (minimum of half day).

Goal 2—Improve Instructional Practices

1. **Disseminate information through multiple delivery systems:** Provide RSDSS service priority LEAs with PI schools with resources from existing website or other available printed state-developed resources, policies and procedures (including state requirements) with the goal of improving teaching and learning to support under-performing schools.

2. **Provide technical assistance on how to use data to identify needs and priorities:** Initiate contact by mail, e-mail, telephone and/or personal visit with RSDSS service priority LEAs with PI schools and offer initial technical assistance on how to analyze data to determine school and district needs for improving instructional practice and how to identify instructional improvement priorities (minimum of two hours).

3. **Provide technical assistance on how to use the school plan to improve instruction:** Initiate contact by mail, e-mail, telephone, and/or personal visit with RSDSS service priority LEAs with PI schools and offer to provide two hours of no-cost technical assistance on how to implement and align the school plan to improve classroom instruction. Include timelines, on-going support, evaluation and research-based practices (e.g., walkthrough protocols, instructional coaching and Instructional Rounds).

4. **Provide technical assistance to build district capacity to improve their site-level support:** Make RSDSS service priority LEAs with PI schools aware by mail, e-mail, telephone, and/or personal visit of key district-level activities to use to better support under-performing schools. This can be accomplished through a combination of print or web-based information, direct support to districts, or a one-day workshop provided for multiple districts (e.g. systems alignment and progress monitoring).

Goal 3—Engage in Partnerships

1. **Develop a regional network of County Offices of Education:** Plan and facilitate at least two regional meetings annually to develop a regional network of COEs the results of which:

   - Establish an effective local communication system that facilitates the flow of information among the regional network.

   - Encourage collaborative efforts to review and align common work.

   - Provide guidance, information and brokering of services on research-based information with content to include Response to Instruction and Intervention (RtI^2); differentiating reading, language arts, math curricula; Common Core Standards; integration of Title I and III resources; Special Education; and formative and summative assessments to the LEAs and schools which they serve.

   - Discuss state initiatives, regional projects, county office projects, and other local initiatives and the implications of this work to improve teaching and learning at these schools with network partners.

2. **Provide guidance, information and brokering of services on research-based resources for increased parent and community organizations' meaningful engagement in district and school governance:** Resources are intended to build district capacity to train School Site Councils, English Learner Advisory Committees (ELAC), District English Learner Advisory Committee (DELAC), Title I Advisory Committees, and other stakeholder groups.

Goal 4—Provide Customized Technical Assistance and/or Professional Development

1. **Disseminate a menu of RSDSS services:** Initiate contact with RSDSS service priority LEAs and their PI Schools to offer technical assistance and/or professional development services available at no cost as described herein.

2. **Use multiple data sources to develop a district professional development plan that becomes part of the LEA Plan revision or addendum and that is aligned with school site and district plans (e.g. SPSA and LEA Plans):** Initiate contact with RSDSS service priority LEAs and their PI schools to offer one-on-one technical assistance using multiple lenses (including Federal Program Monitoring findings) to identify appropriate strategies and a plan for ongoing LEA professional development to build LEA capacity to improve teaching and learning at their RSDSS priority PI schools. Up to two hours of technical assistance is provided at no cost.

3. **Provide technical assistance on the review of draft LEA Plan:** Initiate contact with RSDSS service priority LEAs with PI schools to offer one-on-one technical assistance for the LEA on its draft LEA plan. Review and provide feedback to help the LEA clarify district support priorities for their PI schools including specific actions, strategies, persons responsible, application of funds and alignment with other school site and district plans (e.g. SPSA and LEA Plans). A minimum of two hours of technical assistance is provided at no cost.

4. **Provide technical assistance on the implementation or progress of the school site and district plans (e.g. SPSA and LEA Plans):** Initiate contact with RSDSS service priority LEAs and their PI schools to offer technical assistance to implement a protocol that helps identify progress, reveals implementation issues, and identifies needed modifications to the LEA plan. A minimum of two hours offered at no cost.

Goal 5—Align RSDSS work with LEA, COE and CDE Initiatives and Other Approaches

Provide informational resources to LEAs on CDE and local initiatives: Initiate contact with RSDSS service priority LEAs and their PI schools to provide them with informational resources designed to improve teaching and learning including the effective reallocation of fiscal resources.