

2020–21 Every Student Succeeds Act Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

| Local Educational Agency (LEA) Name | Contact Name and Title | Email and Phone |
|-------------------------------------|---|--|
| Calaveras Unified School District | Amy Hasselwander, Director of Ed Services | ahasselwander@calaveras.k12.ca.us 209-754-2311 |

Schools Identification

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| Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI). |
| Toyon Middle School |
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| West Point Elementary |
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| Gold Strike High School |
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Support for Identified Schools

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| Please describe how the LEA has or will support its eligible schools in developing CSI plans. |
| CSI plans for Calaveras Unified schools identified as eligible for funding are informed by the CA School Dashboard. Toyon Middle School is eligible due to all orange or red indicators-Red (Chronic Absenteeism and Suspension Rate and Orange (ELA and Math Achievement). |
| West Point Elementary is eligible due to all red or orange indicators-Red(Chronic Absenteeism) Orange (Suspension Rate and ELA and Math Achievement). |
| Gold Strike High School is eligible due to all red or orange indicators-Red (Suspension Rate) |
| Each year, our LEA's Directors of Educational Services and our Differentiated Assistance consultant, work together with site teams and site councils inclusive of all stakeholder groups, including School Site Councils and ELAC teams to support using root cause analysis and needs assessments to determine the causes of low performance, collecting and |

using data to develop goals and action plans within Single Plans for Student Achievement. Due to the small size of our district and working on much needed district wide initiatives, our LEA distributes all CSI funds to support identified areas of need.

Since implementing our CSI grants beginning in the Spring of 2018, we have implemented a plan to improve student outcomes starting with Multi-Tiered Systems of Support through the use of a root cause analysis to identify the gaps in student achievement overall (incorporating all areas of the CA Dashboard.) Much of what we found was that not having adopted common core materials in English Language Arts was impacting the quality of reading, writing, speaking and listening instruction. In addition to that, teachers did not feel that they had the training they needed to provide rigorous instruction, social and emotional learning or to support students dealing with trauma. We also found that behavior referrals were skewed with a high percentage of boys as well as students with disabilities receiving both low level behavior referrals and suspensions. Although we had already started to focus on MTSS, PBIS and our work with the International Center for Leadership in Education, this allowed us to focus in on our overall initiatives.

In the area of Inclusive Academic Instruction, we continue to support our identified signature instructional practices inclusive of the use of formative assessment, writing and academic discussion, assessment of reading growth of students over time, and improved implementation of English Language Development instruction. We continue to work with the International Center for Leadership in Education on shifting instruction to support students in meeting common core standards including using the Rigor and Relevance Framework and rubrics in the development of lesson plans as well as using the collaborative instructional rounds process to provide coaching for teachers. In addition, we have started to provide training for our secondary teachers focusing on grading through an equity lens. In the area of Inclusive Behavior Instruction, all school sites have an identified Positive Behavior Supports and Improvement team and have finished training in Tier I and Tier II supports and are in the implementation stage of Tier I and Tier II supports. Since March of 2020 when school closures began, school teams have shifted to the development and implementation of supports for a distance learning model. As we transition more and more students back to school, we are working to screen all students using an Internalizing/Externalizing Behavior Screener to determine Tier II interventions to help support not just the re-entry to school but the overall need moving forward in our PBIS work. In the area of Inclusive Social Emotional Instruction our focus continues to be to build strong positive relationships as a foundation of restorative practice and identifying and supporting the needs of students impacted by trauma. Currently, we are looking at other SEL programs for elementary and secondary schools. During the 2019-20 school year, all staff districtwide attended a trauma informed training and this work continues to be a goal we are working on and evidenced in our LCAP as well as all of our schools SPSAs.

Our focus for the school year 2020-21 is to continue to move forward with the initiatives detailed above. Our academic instructional goals include strengthening instructional efficacy, with leadership support, knowledge of and calibration around high leverage instructional practice and lesson planning (35 days of training); developing the capacity of leaders to be strong instructional leaders through the lens of the Daggett System for Effective Instruction (DSEI) and the

Rigor/Relevance/Engagement Framework and the Collaborative Instructional Review Process (5 days of training) within this, we will tie in additional training in formative assesement, academic discussion and writing. We will also continue to provide support and training in PBIS Tier II.

Monitoring and Evaluating Effectiveness

Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.

Since the 2018-19 school year, Calaveras Unified has developed and continues to implement processes for monitoring and evaluating its overall CSI plan as well as its overall LCAP plan and identified district initiatives using a variety of data sources. Data is collected and analyzed at sites as well as locally (LEA). Data sources CUSD is collecting and analyzing include: SWIFT FIA (2 times annually at sites and new baseline data for LEA is currently underway); PBIS Tiered Fidelity Inventory (2 times annually); Reading Inventory (3 times annually for all elementary students and 2 times annually for all secondary students); Collaborative Instructional Rounds training and coaching that includes teacher/teacher, teacher/consultant, admin/teacher. The data collected and analyzed to determine effectiveness and next steps will include classroom observations using the RRE/CIR Rubrics and lessons developed with the intentional purpose for raising levels of RRE. We will also address credit recovery needs at the high school level.

Through a partnership with district and site administrators as well as with our district Instructional Leadership Team (includes teachers and site/district level administrators) we use data to help inform our School Site Councils, English Language Advisory Committees, and various parent groups about the supports and resources provided in order to build on our capacity for continuous improvement. These resources include but are not limited to virtual and live professional development trainings, teacher created "Genius Hours", coaching, book studies. This data is then used by our stakeholder groups to develop and revise our LCAP as well our site level SPSAs as well as to assist the district in evaluating the effectiveness of the CSI plans.

Instructions

The Every Student Succeeds Act (ESSA) requires the local educational agency (LEA), in partnership with stakeholders, to develop and implement a plan to improve student outcomes in each school identified for Comprehensive Support and Improvement (CSI). The CSI plan must be approved by the school, LEA, and its state educational agency (SEA). For purposes of the ESSA, the State Board of Education (SBE) serves as California's SEA.

At its January 2019 meeting, the SBE took action to approve three CSI Prompts to be included in the Plan Summary of the Local Control and Accountability Plan (LCAP). The LEA would use the CSI Prompts to report how it was developing its CSI plans and monitoring improvement progress. The County Office of Education (COE) would then approve the CSI Prompts and submit a list of the LEAs with approved prompts to the SBE for final approval.

In response to the effects of COVID-19 on California's education system, Senate Bill 98 waives the requirement of the LCAP for the 2020–21 school year (SY). The attached form replaces, for the 2020–21 SY only, the CSI Prompts requirement in the Plan Summary of the LCAP.

Each LEA with schools identified on the 2019 California School Dashboard (Dashboard) for CSI, shall complete this form and submit to its COE for approval no later than **October 31, 2020**. The COE shall determine the method of submission that best meets its local context.

A COE that serves as an LEA with schools identified for CSI on the 2019 Dashboard and that generally submits an LCAP to the CDE, shall complete and submit the 2020–21 CSI Prompts form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

The required details and prompts are as follows:

Provide the LEA's contact information in the space provided in the form:

- **Name of the LEA**
- **Contact Name and Title**
- **Contact email address and phone number**

Complete each prompt in the space provided.

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA has or will support the identified schools in developing CSI plans.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

LEAs: Complete and return this form to your COE no later than **October 31, 2020**.

COEs that serve as an LEA with schools identified for CSI and that would normally submit an LCAP to the CDE: Complete and return this form to the CDE at LCAPreview@cde.ca.gov no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.