

# 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
Sacramento City Unified School District	Jorge Aguilar, Superintendent	<a href="mailto:superintendent@scusd.edu">superintendent@scusd.edu</a> , 916.643.7400

## Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).

The schools in SCUSD that were identified for Comprehensive Support and Improvement (CSI) based upon their performance on the 2019 Dashboard include:

Graduation Rate average is less than 68% over two years

- American Legion High School
- Capital City Independent Study

Low-Performing Criteria

- A.M. Winn Waldorf-Inspired (Five or more indicators where the majority are RED)
- Caroline Wenzel Elementary (Five or more indicators where the majority are RED)
- Ethel I. Baker Elementary (All RED and ORANGE indicators)
- Hiram Johnson High School (Five or more indicators where the majority are RED)
- Isador Cohen Elementary (All RED and ORANGE indicators)
- John Bidwell Elementary (All RED and ORANGE indicators)
- John Morse Therapeutic Center (All RED Indicators)
- Pacific Elementary (All RED and ORANGE indicators)
- Rosa Parks K-8 (All RED and ORANGE indicators)
- Will C. Wood Middle School (All RED and ORANGE indicators)

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

SCUSD's array of supports for school sites to engage in a Cycle of Continuous Improvement (CCI) are the first tier of support for eligible schools. These include tools that scaffold the needs assessment, goal setting, implementation, and resource allocation processes. Instructional Assistant Superintendents incorporate significant time to support these processes in monthly principal meetings and in their one-on-one support to site leadership. Additional district staff provide support through review of school plan content and through individual consultations with leaders on an as-needed basis.

The CCI tool principals use to guide their CSI (and overall SPSA) process engages the site in the following:

- Causal System Analysis/Needs Assessment – Identification of specific gaps in achievement/outcomes, discussion of rationale for selecting specific areas of focus.
- Problem Statement Formation – Definition of problem to be addressed including target student group(s) and measurable outcome with baseline data
- Fishbone Diagram – Articulation of Root Causes, contributing factors, and selection of the highest priority root cause. This is a key step in which resource inequities can be identified and placed in the larger context of the problem statement. These resource inequities can then be articulated into the subsequent driver diagram and specific actions to address them included as change ideas.
- Driver Diagram – Documentation of change ideas/interventions, secondary drivers, primary drivers, and articulation of an aim statement. Aim statement answers the questions: What will improve? By how much will it improve? For whom will it improve? By when will it improve?
- Plan to Operationalize Highest Priority Change Idea – Outline of specific actions to be taken to implement the change idea(s), responsible parties, target completion date, and milestones towards completion
- Identification of Measurable Outcomes – Specific articulation of metrics to be used to evaluate effectiveness, baseline status, and expected outcomes

The above process is informed by and begins with a review of performance state indicators. As sites begin the causal system analysis/needs assessment, they review their overall performance by dashboard area (Chronic Absenteeism, Suspension Rate, ELA/Math, English Learner Progress, Graduation Rate, and College/Career) and select those areas of greatest need. Based upon their selection(s), sites are then provided specific sub elements from the district's Performance and Targeted Action Index (PTAI). For example, selection of 'Chronic Absenteeism' will provide the site their cumulative number and percentage of students who are (a) chronically absent, (b) at risk of being chronically absent or are chronically absent and have documented evidence of 2+ relevant attendance interventions, (c) had an

attendance rate of 95.9% or less, had relevant attendance interventions, and have had improved attendance, and (d) had attendance growth in the previous time period and have maintained or improved in the current time period.

Upon confirmation of eligibility, sites were notified and provided a detailed overview of the process, requirements, eligibility, allowable expenditures, and exemplar content.

To provide direct support at a second tier, the district hosted a training/forum for principals of the 13 schools identified. This forum occurred on March 11, 2020 and included the following:

- Overview of CSI/ATSI
- Review of eligibility criteria
- Requirements for SPSA planning and LCAP alignment
- Crosswalk of CSI/ATSI requirements to the SPSA and SCUSD Cycle of Continuous Improvement Tools
- Identification of effective strategies and supports - presented by Curriculum and Instruction leaders to align best practices across content areas
- Discussion of funding projections and requirements
- Gathering input on additional supports needed

Site principals have ongoing access to support from their Instructional Assistant Superintendents through regular principal professional learning sessions, one-on-one check-ins, and additional individual support as needed. Site principals also have ongoing access to support from the Continuous Improvement and Accountability team, which includes State and Federal Programs, and departmental staff from Academics, Student Support and Health Services, and more.

The School Site Council (SSC) is the body primarily responsible for developing their respective site's CSI plan. This group, with the guidance of the principal with the support of district staff works to conduct a needs assessment, identify resource inequities, and determine what evidence-based interventions to implement. This process is supported by broader stakeholder feedback at the district level that involve students, staff, and parents/guardians. Examples include the annual School Climate Survey, student engagement surveys, the annual Local Control and Accountability Plan engagement process (which this year included the Learning Continuity and Attendance Plan process), and targeted surveys such as the Learning Options Survey utilized this summer. These sources of stakeholder feedback help sites to better understand their specific needs. The School Climate Survey provides sites an overall and disaggregated view of their community's sense of belongingness/connectedness and safety. Student engagement surveys help sites to understand the overall level of engagement of their students while also identifying and responding to specific student needs. Results such as these allow sites to identify specific areas in which all students need additional support as well as instances in which significant gaps are indicated in student experiences and/or performance. This informs more targeted planning and implementation of actions/services to improve the performance of the student group(s) for which the site has been identified for CSI.

## 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.

In the 2019-20 year SCUSD added a scaffolded SPSA Mid-Year review to its suite of Cycle of Continuous Improvement tools. This will continue to be used to monitor and evaluate the plans of CSI schools. The reflection upon student outcome data, identified successes, revealed gaps, and implementation challenges will all support the ongoing development and refinement of CSI plans.

In the Mid-Year review, schools are required to:

1. Describe the overall implementation of the strategies/activities and the overall effectiveness to achieve the articulated goal
  - Restate the expected outcome of the strategy in terms of student achievement
  - Detail the specific actions taken to date
  - Describe current progress in achieving the expected outcomes as a result of implementing the strategy
  - Detail how identified student groups were impacted by the strategy
2. Describe the level of implementation
  - Detail any major differences between the intended implementation and/or the budgeted expenditures to achieve the articulated goal
3. Describe any changes that will be made to the annual outcomes, metrics, or strategies/activities to achieve the goal as a result of the mid-year reflection

Guidance provided to principals/school sites at the outset of the year includes the expectation that sites are regularly monitoring the plans outlined in the SPSA. This includes specific review of their goals, strategies, and outcomes as part of the mid-year review process as well as continued monitoring to inform any revisions based on identified needs. Guidance also includes direction to review their plan for alignment to district LCAP goals.

Staff from the Continuous Improvement and Accountability department, including the State and Federal Programs team, will continue to work in partnership with Instructional Assistant Superintendents and the Academic Office to directly support, monitor, and evaluate the plans of CSI schools. Quality SPSA goal setting and plan implementation is a key focus of the district and is viewed as a key lever to improving outcomes for all students, and in particular those students who have historically performed disproportionately below their peers.

## 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](mailto: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](mailto: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.**

California Department of Education  
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