

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
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Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
<p>In 2019-20, five schools in EGUSD were identified for CSI:</p> <ul style="list-style-type: none"> • Mary Tsukamoto Elementary School – all schoolwide indicators are red and orange (suspension is red; chronic absenteeism, English Language Arts (ELA), and Mathematics are orange) • James Rutter Middle School – all schoolwide indicators are red and orange (suspension is red; chronic absenteeism, ELA, and Mathematics are orange) • Calvine High School – 5 or more school indicators where the majority is red (suspension, graduation rate, and College/Career Indicator (CCI) are red; Mathematics is orange; ELA is yellow) • William Daylor High School – graduation rate lower than 67% (and all red indicators). This is the second year that Daylor has been identified as CSI based on graduation rate. • Rio Cazadero High School – graduation rate lower than 67% (and all red indicators). This is the second year that Rio Cazadero has been identified as CSI based on graduation rate.

Support for Identified Schools

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

District Supports Site LCAP Development

For each of the schools identified for Comprehensive Support and Improvement, the district supported the development of CSI plan as an integrated component of sites' School Plan for Student Achievement (SPSA), or Site LCAP. EGUSD strategically rebranded the SPSA and uses the term "Site LCAP" to align SPSAs with the District LCAP. The district specifies and supports a Site LCAP development process which covers best practices for stakeholder engagement and evidence-based continuous improvement, as well as all federal and state SPSA and CSI plan requirements. This past year district staff trained and emphasized the importance of measuring program outputs in a needs assessment and in their evaluation of their efforts.

All schools begin their annual Site LCAP development 12 months before the start of the new school year by analyzing the most recent year of data. The initial data review in late summer included survey results from the previous school year on Social Emotional Learning (SEL), Culture/Climate, Site LCAP Development Participation, State Standards Implementation, and Parent feedback.

By the fall, schools convened their School Site Council, English Learner Advisory Committee (ELAC), and Site Leadership teams and actively involved stakeholders in a review of Program Implementation Continuum (PIC) measures (outputs) and Site LCAP Metrics (covering other student outcomes such as CAASPP scores, ELPAC scores, and suspension and graduation rates) from the previous year.

In the winter, schools continued their review with stakeholders by analyzing LCAP Needs Survey and California State Dashboard data. It is during this winter review that CSI schools were identified. Site then focused their attention and planning on specific gaps in student achievement that have caused the CSI designation. Sites planned targeted actions to improve student outcomes, identified any resource inequities, and reallocated resources to address needs.

By spring, schools completed the evaluation of the current year's Site LCAP and submitted their first draft of the upcoming year's Site LCAP to the central office for review and approval by various program directors (English Learner Services, Foster Youth, Curriculum and Professional Learning, Elementary or Secondary Education, CTE Education, PBIS, Family and Community Engagement, and Learning Support Services) and the Fiscal/Budget office. Site LCAPs were not approved until all program directors confirmed that plans included actions and services for student groups that rendered the CSI designation and were assured that appropriate, research-based approaches were sufficiently planned for implementation.

Site LCAPs were reviewed, revised, and approved by the School Site Council at the end of the school year in anticipation of the start of the following school year. Plans continued to be modified and updated throughout the summer and reviewed by stakeholder groups at the start of the school year. In addition, once CSI budgets were released, elementary and secondary directors worked with principals to adjust and refine site plans based on actual allocations.

District LCP/LCAP Actions Support Site LCAPs Actions

At the district level, leaders identified systemwide needs and resource inequities based on LCAP Metrics, California Dashboard, the conditions brought on by the COVID-19 pandemic, as well as the latest feedback from stakeholders from the LCAP Needs and Spring 2020 Distance Learning survey efforts. As documented in the District's LCP, resources and staff time have been prioritized to provide support to teachers in their transitions to distance learning and a modified return to in-person instruction. More communication and outreach is occurring with historically hard to reach parents, as well as foster, homeless, EL families, to support them through these transitions. In addition, the district is providing more support for mental health and social and emotional well-being. SEL was a focus of the annual preservice professional learning this past Fall for teachers, administrators, and other staff. Teachers will continue to receive ongoing training in SEL and trauma informed care with a large number of professional development opportunities planned for the year. These districtwide actions in response to COVID-19 will support school CSI plans by providing support systems for their efforts, as well as data collection and reporting systems for sites to monitor students progress and assess and adjust efforts.

The district staff also worked with CSI school leadership to support school plans by aligning actions with *ongoing* multi-year district improvement efforts, when possible, to capitalize further on districtwide resources. Areas of alignment between schools CSI plans and ongoing districtwide efforts included training and capacity building with the framework for high quality instruction, focused efforts with families to improve attendance and reduce chronic absenteeism, increased use of formative and summative assessment through implementation of the Illuminate system, and at the secondary level, improving and increasing student connectedness through strong Career Technical Education program options.

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.

Ongoing District Monitoring of Site Implementation Efforts

Directors and school leaders will monitor the implementation of key program components, formatively assess effectiveness during the course of the year, and adjust as necessary to ensure the program impacts outcomes. To facilitate this, elementary and secondary directors have planned to meet regularly (monthly meetings are calendared) with site administration teams. Standing agenda items to be discussed will include:

1. Implementation of Action Plans from School LCAPs - Evidence and measures of implementation will be shared
2. Progress on High Quality Instructional Practices - Professional development on SEL and culturally responsive instructional strategies, review of materials used, staff participation in PD opportunities, classroom observations (zoom or in-person) and calibrated walkthroughs, with aggregated observation data on instructional practices and student engagement.
3. Targeted Academic Support for Students - percentage of targeted students receiving services, formative assessment or progress monitoring of students, analysis of academic measures and discussion of next steps for instructional support. (For Elementary: Academic Intervention Team's implementation and progress of 6-8 week small group intervention model.)
4. Attendance and Chronic Absenteeism Progress - Reasons for absences, family outreach, and communications
5. Additional Secondary Education Items: Actions surrounding counseling program improvements, CTE program development and course alignment, and counselor efforts with transitions, improving A-G rates, and graduation rates

Schools Evaluate Efforts

As part of the district's continuous improvement cycle, schools are expected to regularly evaluate their improvement plans. A required component of EGUSD's School LCAP is to conduct and document an Annual Evaluation of the schools' actions and services. Site staff are to assess the extent to which the action was implemented, identify barriers to implementation as expected, document specific outcomes, assess whether the actions resulted in the intended outcome for all or specific targeted student groups, then make recommendations for continuing, revising, or discontinuing the actions in the future. District staff have and will continue to provide training and individualized support for school leadership teams to conduct this evaluation. District staff will review and confirm that a high quality evaluation is conducted.

District's Continuous Improvement Strategy

Similar to other high priority, high impact district programs, district leaders will measure, monitor, and assess the effectiveness of the major components of schools' CSI plans. EGUSD's theory of action for all evidence-based educational programs is based on the belief that program implementation is correlated with student outcomes. Program leads constantly test this theory by analyzing patterns of relationships between implementation (and implementation sub-components) and various outcome measures. This not only helps project leads to determine whether our district's theory of action appears to be true, but also tests that the various components of implementation and measures are valid. This compels program leads to continually consider how implementation impacts outcomes, how to improve and increase implementation, and how to improve our ability to measure implementation, particularly measures and data collection processes within immediate, formative feedback loops to be used for timely corrective, improvement actions. All of this work is captured and displayed in a graphical analysis system called the Program Implementation Continuum (PIC). The PIC system contains school level measures of implementation for various programs and program components, and shows districtwide relationships between implementation and outcomes.

The district has successfully developed PICs for various major programs in the district including English Learner Services, Family and Community Engagement, Positive Behavioral Intervention Supports, Attendance Improvement, Early Literacy, and Career Technical Education programs. Additional PICs will be developed for components of the Title 1 (initial efforts focused on the Academic Intervention Teachers) and Special Education programs (initial efforts focused on inclusion), as well as the Distance Learning and Transitional Models of the 2020-21 year. CSI efforts and school LCAPs align with these programs that are being evaluated districtwide. The district will use these PIC measures of school implementation and analysis of their outcomes in combination with CSI schools' site evaluation efforts to assess implementation and the effectiveness of student and school improvement. This evaluation will be fed back into the improvement cycle to continuously deepen implementation and improve the quality of the educational program.