

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
Farmersville Unified School District	Dr. Paul Sevillano, Superintendent	psevillano@farmersville.k12.ca.us

Schools Identification

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

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>The District conducted a school Self Study Review (needs assessment) in collaboration with Deep Creek Academy (DCA) stakeholders. The school’s self-study review process provided a comprehensive analysis of school practices and data review findings to identify researched based strategies to increase student graduation rates from 33% to 68%. The self-study review also aligned with the school’s three-year state WASC Accreditation mid-term review process. The school’s self-study review process involved school stakeholders (teachers, support staff, school principal / counselor, district assessment coordinator, district English Learner coordinator, CTE coordinator, parent, students, and district superintendent) and included review of CA School Dashboard indicators, student and staff interviews, classroom observations, SPSA, and WASC Self-Study documents. The School Site Council reviewed stakeholder feedback before approving the CSI plan as part of the site SPSA development process.</p> <p>The school areas assessed are in line with the WASC state accreditation standards and included the following: A) Organization: Leadership and Staff, B) Standards Based Student Learning: Curriculum, C) Standards Based Student Learning: Instruction, D) Standards Based Student Learning: Assessment and Accountability, E) School Culture and Support for Student Personal Growth and Academic Growth. The Self Study Review findings identified four (researched based strategies) school wide critical areas for follow up: 1) Implement academic support and resources that foster student learning and increase literacy for English Learners, 2) Implement Career Technical Education programs to</p>

increase student engagement and expand post-secondary student options, 3) Expand staff knowledge and skills on the use of formative and summative assessments to improve student achievement, 4) Implement social emotional student support systems.

The area of school culture and support for student personal growth and academic growth provided insight for identifying resource inequities needed for the school. Due to the small size of school (70 students), student support systems were limited due to the small size of the school. The school does not have career technical education programs in which to engage students. Providing career technical education (CTE) opportunities for students were identified as a major area and need to further engage students at the school. The current research on CTE indicates that students who participate in CTE programs have higher graduation rates. The CSI support plan provides resources to implement CTE programs at the school.

Additional areas identified in the CSI plan provide resources for academic and social-emotional support for students. Due to the high number of English Learners (EL) enrolled at the school; a need to provide additional literacy support for students was identified using ELPAC data to provide further support EL students. The district has contracted with Teaching Fellows which are college students who are completing their teaching coursework and provide academic support services for schools. The district will contract with Teaching Fellows to provide English Learner student literacy support in the classroom. Increasing the literacy skills for English Learners is an effective strategy for increasing student academic progress and graduation rates for English Learners. Providing increased student social-emotional support for DCA alternative education students who are identified as the most at-risk students in the district is both necessary and important component of the CSI plan. District Panorama social emotional survey results were used to identify the social-emotional needs of DCA students. The CSI plan includes hiring a part-time Outreach Specialist whose duties include providing social-emotional counseling services for at-risk students. At-risk students require intensive counseling supports to increase student engagement. A proven strategy for increasing graduation rates for at-risk students is to provide intensive social-emotional support systems. At-risk students who develop social emotional coping skills increase their ability to remain academically engaged to meet rigorous graduation requirements, and graduate with their peers. Finally, the CSI plan includes increasing teacher knowledge and skills on the use of formative and summative assessment data. DCA currently implements Apex curriculum for analyzing individual academic progress. A review of Apex data findings suggest that while a student's individual progress is assessed regularly, the school does not have a current system for reviewing both formative and summative assessment data for all students. The district will utilize both Panorama data analysis and Apex resources to increase teacher knowledge and skills in the areas of using formative and summative assessment data to identify specific academic skill deficiencies for all students. This will assist the teaching staff ability to

provide student interventions or re-teaching opportunities to close these student learning gaps; and increase student graduation rates.

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.

The identified four CSI researched based strategies areas are aligned with Deep Creek Academy's three-year state WASC Accreditation, SPSA, and Learning Continuity and Attendance Plan document. Each of these documents provides consistent district monitoring requirements and ongoing analysis of the school's plan implementation and effectiveness, data review findings, and annual progress updates. The district will monitor to ensure that the SSC is reviewing implementation and success of the plan quarterly through the SPSA review process. The District has established an approved CDE / CSI budget that provides strategic funding resources aligned to the school wide critical areas for follow up. The CSI funding plan includes the following: 1) Provide funding to implement staff training for tracking assessment (formative and summative) data and development of a dashboard assessment monitoring system, 2) Provide funding to implement academic interventions and literacy support for English Learners, 3) Provide funding to implement social emotional student supports, 4) Provide funding to address resource inequities to implement Career Technical Education program. The district will monitor the CSI plan by requiring school stakeholders in ongoing quarterly meetings with district staff to assess CSI plan progress. The district monitoring process will include a quarterly data review with stakeholders to address CSI / SPSA plan progress. This will include district / stakeholder analysis and assessment data regarding the four CSI plan areas and progress. The district has purchased Panorama Education data dashboard monitoring system that provides quarterly analysis of DCA's formative and summative assessments. Panorama integrates interim benchmark assessments and Apex assessments to provide a detailed analysis of student progress by each subgroup English Learners, Foster Youth etc., which will in turn provide a dashboard indicator on student academic progress (literacy) and deficient CCSS standards. Consistent review of academic data will increase the school staff expertise and skills for using formative and summative data. Panorama Education academic data can be used by the school staff and Teaching Fellow staff to target additional areas of student literacy, or deficient CCSS areas. Additionally, Panorama Education provides integration of social emotional learning (SEL) student survey data and provides a dashboard for areas of SEL curriculum deficiencies for the school. Dashboard indicators are linked to student behavior data that can provide further analysis and identification of SEL curriculum needs and targeted student interventions. Finally, the District CTE Coordinator will provide oversight for the implementation of a Career Technical Education (CTE) program at DCA. This will require providing additional oversight and CTE grant funding to fully develop DCA's CTE program during the quarterly review of CSI plan progress. The district is developing a CTE construction pathway to further engage students in meeting graduation

requirements. Panorama CTE survey data will provide student CTE interest survey data and analysis of CTE progress. This data will be used to implement the CTE program for DCA students. The school staff involvement in the CSI plan quarterly review process will increase the staff's capacity for continuous school improvement and increase their capacity to increase student graduation rates.

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.