

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
Azusa Unified School District	Norma Camacho, Director Categorical	ncamacho@azusa.org (626)858-6190

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Sierra High School, Magnolia Elementary School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>District support for the identified school in developing a CSI plan was comprised of a four step process. First, each of the site principals met with the AUSD Director of EL Services & Categorical Programs and the Director of Metrics & LCAP. Over the course of two meetings, the principals were supported in a) developing a strong understanding of the ESSA accountability system and how schools are identified for CSI, b) examining California School Dashboard data for Sierra Continuation High School and Magnolia Elementary and identifying the indicators that contributed to its identification, and c) examining further data (Dashboard indicators disaggregated by student groups) and local data to gain deeper understanding of the school's needs. Second, the principals along with the previously identified district directors developed a list of potential evidence-based interventions that would address the needs identified in the school data. Third, the directors supported the work of the entire school teaching staff by co-facilitating a session at the site. This sessions allowed for teachers to gain knowledge and understanding of ESSA accountability and CSI identification. The District administrators facilitated site examination of Dashboard data and also supported teachers as they developed an understanding of site needs based upon the data. There was opportunity for questions and initial thoughts around the potential evidence-based interventions that were shared. The principals then provided their School Site Council and site Leadership Teams opportunities to understand, analyze data, and examine potential interventions, including how the budgets might be developed around the interventions. These two bodies made final recommendations which then became a components of the site's School Plan for Student Achievement (SPSA). Support from district Educational Services</p>

department will be ongoing as the plan is carried out over the course of the year. Evidence-based interventions have been developed by the schools to address the needs revealed by the school's comprehensive needs assessment. Examples of the initiatives the schools will implement include use of collaborative communities of practice and student personalized learning plans. Strong evidence exists that points to the impact authentic professional learning and collaboration has on student achievement (DuFour, 2004, Hattie & Yates, 2014, Muñoz & Branham, 2016, Williams, 2013) Furthermore, strong evidence exists that student self-monitoring and effective feedback support increased student achievement (Hattie, 2008). The ESSA states that resource inequities often exist in schools and districts educating a larger share of low-income students of color. The district conducted an analysis of funding, access to effective, in-field and experienced teachers, resources, as well as access to rigorous courses. Through the comprehensive needs analysis, the district reviewed a variety of data to identify, diagnose, and address sources of inequity to inform improvement decisions. Potential inequities were reviewed at all school sites based on California Dashboard metrics and ESSA requirements. Local, state and federal resources are allocated to schools based on a fair and equitable formula that provides opportunities for site input and flexibility, and also provides means to address identified areas for support and improvement. Title I and Supplemental and Concentration Grant funds are allocated based on a per-pupil allocation by grade span. Sites are allocated General Fund based on a per-pupil allocation as well. California Dashboard shows the District met standard for appropriately assigned teachers. Conclusions of the annual educator equity gap assessment demonstrate Sierra and Magnolia demonstrate 100% in-field, effective, and experienced teachers. Sierra High has been named an Model Continuation High School and currently offers AP courses and dual enrollment courses. Students at both sites show 100% access to their own copies of instructional materials for home and school as well as required resources (chrome books, hot spots) to access coursed for distance learning.

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.

Azusa Unified School District will use the following data to monitor and evaluate the implementation and effectiveness of the Sierra High School and Magnolia Elementary CSI plan:
Results on the 2020 California School Dashboard Changes in performance level. Changes in College and Career Readiness performance level and percent of students qualifying for each level Changes in Suspension Rate performance level and Chronic Absenteeism. English learner (EL) performance will be examined utilizing the ELPAC in addition to local measures for ELs. Ongoing suspension tracking throughout the 2020-2021 year, including disaggregated analysis. Ongoing chronic absenteeism tracking throughout the 2020-2021 year, including disaggregated analysis. Ongoing expulsion tracking, including disaggregated analysis. Tracking and analysis of D and F rates for all students including

disaggregated analysis. Changes in student responses on the District Annual Survey with regard to safety, connectedness, feelings of respect, care, and social and emotional learning resources available. Both sites began the 20-21 school year by assessing students' academic levels in ELA, ELD, and math and identifying learning loss that resulted from COVID-19 school closures in spring of 2020. Common formative assessments, diagnostic assessments, summative assessment tools and site-based tools are being utilized to support the identification of specific, targeted student learning needs. All students at Sierra High and Magnolia were administered the Reading Inventory assessment and will take it each trimester to measure students' reading levels. Reading is a critical skill in all content areas and by identifying student reading levels the district will support the work of teachers in all grade levels and subjects and allow for identification of students who need more intensive support. Formative math assessments are being used to assess learning loss and student instructional needs. Site math assessments focus on small chunks of learning before units of study and identify content knowledge and skills with which students might struggle during the unit. Teacher teams are working collaboratively with these formative math assessments to measure students' learning levels and use them to drive decision-making about instruction.

Additional diagnostic assessments are also being used to measure student learning. At Magnolia, the use of running records is used to measure skills acquisition and to assess student progress, plan instruction, and address learning loss. The language skills of emerging bilinguals is monitored in all four domains of language is monitored utilizing ELD curriculum assessment at both sites.

These metrics have been incorporated into the SPSA template to measure and evaluate the effectiveness of identified evidence-based strategies. These data will be utilized in a ninety day Plan, Do, Study, Act model to monitor and evaluate the effectiveness of the school plan to support school and student achievement. The data protocol will be conducted with district and site leadership teams and also utilized with the school site council. Adjustments to the plans will be made in accordance with the findings of the PDSA.

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.