

Modesto City School District

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
Modesto City Schools	Dr. Sara Noguchi	Noguchi.S@monet.k12.ca.us (209) 574-1616

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
<p>Modesto City Elementary District: Franklin Elementary School - CDS Code: 50711676052690 William Garrison Elementary School - CDS Code: 50711676052716</p> <p>Modesto City High School District: Robert Elliott Alternative Education Center - CDS Code: 50711755034913</p>

Support for Identified Schools

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

CSI plans for Modesto City schools identified as eligible for Comprehensive Support and Improvement (CSI) are inform by all State indicators, including student performance against State-determined long-term goals.

Modesto City Elementary School District: Franklin Elementary School indicators for CSI are due to the following school performance indicators: Orange level for All Student group in Chronic Absenteeism, Suspension Rate and Math, with ELA performance indicator for All Student group at level Red. William Garrison Elementary School indicators for CSI are due to

the following school performance indicators: Orange level for All Student group in Chronic Absenteeism, Red level for All Student performance indicator in the areas of Suspension Rate Math, and ELA.

Modesto City High School District: Robert Elliott Alternative Education Center: Graduation Rate has a 2 Yr Avg Less than 68%.

Each CSI plan is developed as a team by the Sr. Director of School Leadership that oversees the CSI site, the Director of State and Federal Programs and the site Principal. Plan development is guided by the Continuous Improvement model: Plan, Do, Study, Act (PDSA).

The planning began in February of 2020 when school sites were identified for CSI.

Plan Phase

During the Plan phase the district leadership team supported the school sites identification of objectives, asking critical questions, and planning for data collection. Several meetings were held to assist with the planning of how to conduct the needs assessment and determination of root causes. The needs assessments are part of the SPSA development process. CSI and ATSI schools must conduct needs assessments that include all the performance indicators as well as local and site level data. Our root cause analysis includes a review of our budgeting decisions to identify the possible resource inequities. Resource inequities that we have identified include: a higher percentage of inexperienced (new) teachers assigned to schools with high levels of low-income students, a need for increased professional development to address the needs of students impacted by trauma, a need for increased professional development in areas of pedagogy to address the learning needs to the schools' specific student population. During this phase the sites and stakeholders receive technical assistance regarding possible allowable and the un-allowable uses of the CSI funds. Once needs were prioritized, the teams began to develop the actions and services.

Do Phase

In the Fall of 2020 we have entered the Do phase with the carrying out of the plan and the documentation of problems and barriers as we begin implementation. We have vetted all actions and services to ensure that these are evidence based, address the root causes and will lead to sustainable changes through capacity building for the schools.

Actions and services include: (a) professional development for staff in the areas of effective instruction and PBIS, (b) supplemental materials to support students, (c) supplemental assessments and teacher collaboration time to conduct data analysis and identify the areas of need, (d) enhancement of the PBIS programs via contracting with experts and acquiring and implementing research based PBIS materials, (e) increasing available interventions to at-risk students and (f)

significantly supporting students through research based parent engagement actions and services such as workshops and access to technology.

Determination in selecting evidence-based actions and services is conducted by reviewing relevant research-based practices and promising practices to address each root cause. In some cases, we have needed to hire consultants to support the root cause analysis and propose research-based actions and services. We will soon begin the process of data analysis to determine the effectiveness of the actions and services. During this phase we hold meetings with district leadership and CSI site leadership to share the preliminary findings and make recommendations. This is included in the Summit meetings that occur 4-5 times a year. The State and Federal Director is the lead budget officer of the CSI funds and is responsible for the grant fund monitoring and reporting requirements.

Study Phase

While actions and services are being carried out we are engaged in the Study phase of continued data analysis, comparison of data to predictions and we are documenting what we learn. This data analysis will be made available to all stakeholders that inform and advise our CSI plans.

Act Phase

This level of reflection allows us to Act on needed changes to plan implementation. All changes are vetted through the relevant stakeholder groups. Any new proposed new actions and services are cycled through the Plan, Do, Study phases of the PDSA model for improvement.

Stakeholder Engagement

Stakeholders at the district level include our LCAP committee who advise on the MCS LCAP Goals, Actions and Services; at the site level the stakeholders that provide input into plan development do so being fully informed as to the State Indicator outcomes for their sites. Site stakeholders include: a) site leadership teams, b) School Site Council, c) the parents that attend Title I Annual meetings and d) ELAC. Information is provided to stakeholders in their language of preference. Stakeholder specific feedback that has been incorporated into the CSI plans includes:

- Elementary Sites: to work on improving student engagement, parent involvement, and academic achievement.
- High School Site: the need to increase credit acquisition at Elliott to increase the graduation rate.

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.

Description of the LEA's process for continuous improvement:

Modesto City Schools process for monitoring and evaluating implementation of the CSI plan includes data monitoring of the site and local data available and evaluating the effectiveness of the selected evidence-based interventions to improve student outcomes. This is done through CSI meetings and through the MCS Summit process. The types of data and information that MCS is collecting and analyzing to inform ongoing decision making includes: a) DIBELS (Elementary), b) benchmarks, c) performance tasks, d) walk through observations, including instruction during distance learning and d) reviewing graduation plans and the alternative ed referral process to ensure students success.

The district leadership team partners with the site level leaders to provide stakeholders with the outcomes of the monitoring and evaluation of the implementation and effectiveness of the CSI plans. Stakeholders can offer recommendations for additional means of monitoring and evaluation. Stakeholders will be provided surveys to inform the CSI leadership team on the process. The supports, resources, and services provided to school leaders to build school and stakeholder capacity for continuous improvement includes access to webinars, training, coaching, forums, and book studies. This year MCS is undertaking extensive professional development work with our site leaders in Equity topics and effective strategies in Distance Learning.

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.