

# 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
Tulare City School District	Paula Adair, Assist Superintendent of Student Services	<a href="mailto:padair@tcsdk8.org">padair@tcsdk8.org</a> (559) 685-7232

## Schools Identification

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

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>After notifying the school of their CSI status, the Tulare City Schools Assistant Superintendent of Student Services collaborated with the school principal to notify all stakeholders of the schools CSI status. The Tulare City School District Student Services Department partnered with the Tulare County Office of Education (TCOE) Leadership Support Services Office to create the CSI plan with stakeholder engagement. TCOE facilitated four meetings with the Cherry Ave. staff and the District Compliance Teacher to conduct a needs assessment through data analysis through the lens of improvement science.</p> <p>The team first analyzed data from the California Dashboards and broke out into groups to conduct a needs assessment. Each group considered the data sets from the 2019 dashboards (Chronic Absenteeism, Suspension Rate, English Language Arts and Mathematics) looking not only at scores, but also at student subgroups. Together, each group determined a desired focus that was shared out to the team to arrive at a common group consensus focusing on Chronic Absenteeism. The team then conducted empathy interviews with students, staff, and parents. A variety of students and parents were chosen based on attendance status to discover motivation for attendance and improvements that should be made. Next, the team analyzed school attendance data across multiple years, homerooms and subgroups. The CSI</p>

process was then shared at the school's School Site Meeting and English Learner Advisory Committee meetings for input from parents and community members.

The California Dashboard data showed a need for improvement in all areas. When the staff met to conduct the needs assessment, improving absenteeism was decided on as a group. The team determined that students could not be taught who were not in attendance. When conducting empathy interviews, parents recognized the importance of attendance. Some parents noted that it was difficult to get their kids to school. Students reported enjoying school activities and time with friends but noted a need for a consistent home routine and a lack of connection with school and/or teachers as a reason for absences. When reviewing school attendance data, teachers noted a need for a better communication system. Attendance in Aeries is taken during 1<sup>st</sup> period and spreadsheets are sent out to teachers listing absent kids for the remainder of the periods. Teachers indicated a need for period attendance. Staff also indicated an uncertainty regarding routines and procedures for absences.

Based on the data, needs assessment, and stakeholder feedback, the team created a SMART goal (*With the focus and commitment of the Cherry Avenue team to improve Chronic Absenteeism, we will improve School Culture and Communication which will have the result of decreasing the overall rate of chronic absenteeism from 9.3% to 8.3%, based on the state dashboard, by June 2021.*) The team then reviewed research based interventions for attendance that were based on scholarly articles focusing on a tiered system of supports for communication and professional development strategies. Staff was given time to explore each intervention and contribute additional strategies based on their own research. Staff then chose preferred strategies and participated in small group discussion each strategy to come to a group consensus. The strategies were included in the CSI plan. The plan includes: increasing communication regarding absences, setting school wide routines and procedures for absences, and partnering with the TCOE curriculum team to build student motivation through lesson engagement and differentiation so that each student felt inspired to learn and attend class regularly. After the plan was drafted with the team, the District Compliance Teacher met with the site SPSA writing team to include the CSI plan into the SPSA. The CSI was then approved by the School Site council on September 2<sup>nd</sup>, 2020 (Due to COVID school closings) and adopted by the Tulare City Schools Board members on October 13, 2020.

### **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.

To address the need for period attendance, Tulare City School District created middle school accounts in Aeries so that each teacher is able to take attendance during their period of instruction allowing for improved communication and data collection. The district also worked to establish a common set of attendance protocols across the district. Teachers take attendance at the beginning of each period. Students who are marked absent receive a phone call from the school attendance team composed of the school secretary, health aide, librarian and clerk. Reasons for absences are noted in the attendance screen with codes for common absences. Teachers then add engagement codes based on student engagement and lesson completion. Students who have attendance barriers (technology issues during distance learning, Social Emotional support needs or health needs) are referred to the site principal during the daily attendance phone calls. The principal then refers students to the appropriate supports (IT department, school counselor or school nurse). For students with recurring absences, the district Child Welfare Office meets with the family and site principal to establish an attendance plan. The Child Welfare team follow up with home visits and supports as needed.

The Cherry Ave. Middle School leadership team meets monthly to discuss attendance data and make suggestions. The data is then discussed at their monthly staff meeting. Parents and community members are invited to discuss progress during the School Site Council and English Learner Advisory Council meetings. The Tulare City School District Compliance Teacher evaluates monthly attendance data and will monitor implementation through meeting agendas, sign in sheets and meeting minutes. TCSD will use stakeholder feedback obtained through the Climate and Culture Panorama survey to monitor and evaluate the plan. Students and staff answer questions about the school culture as well as distance learning. In addition, students and staff will also be given monthly Social Emotional Learning surveys. TCSD will monitor responses to identify barriers to school attendance and communicate the results to the school leadership staff. The district will meet with the school principal quarterly to share out data and changes made to the plan based on student needs. The information will also be presented at Board Meetings to ensure all stakeholders are informed of progress.

The TCOE curriculum team including ELA, Math, Science and Social Studies specialists meet with teachers 3 times a trimester to plan effective lessons based on engagement and differentiation. The specialists also join teaching sessions to guide next steps and debrief after each session. After each meeting, the content specialist sends a summary of the meeting along with next steps to the School Principal and the District Compliance Teacher. Program effectiveness is evidenced in session debrief documents, lesson plans and lesson observation completed by the site principal. The principal will debrief progress and observational data at each quarterly district meeting.



## 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.**