2020–21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

The instructions for completing this form will begin on page 2.

<table>
<thead>
<tr>
<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
<th>Email and Phone</th>
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<tbody>
<tr>
<td>Fresno Unified School District</td>
<td>Tammy Townsend, Interim Executive Officer of State and Federal Programs</td>
<td><a href="mailto:Tammy.Townsend@fresnounified.org">Tammy.Townsend@fresnounified.org</a> 5594576204</td>
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Schools Identification

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

- Ahwahnee Middle
- Cambridge Continuation High
- Dewolf Continuation High
- Elizabeth Terronez Middle
- Heaton Elementary
- Irwin O. Addicott Elementary
- King Elementary
- Lowell Elementary
- Phoenix Elementary Academy Community Day
- Phoenix Secondary
- Scandinavian Middle
- Tehipite Middle
- Tenaya Middle
- Webster Elementary
- Yosemite Middle
Support for Identified Schools

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

School Plans for Student Achievement (SPSA) are utilized to meet the requirements for CSI plans. School leaders, teachers, parents, and representatives from the central office contribute to the development, implementation, monitoring, and evaluation of these plans.

Sites are provided professional learning to understand identification status and plan requirements, promote data clarity, and support procedural troubleshooting. Individual school sites and district leadership form guiding groups called Coalitions Teams. These teams are comprised of a variety of site personnel, multiple representatives from the central office and partners from the County Office of Education. Teams work in tandem to support student performance growth. In addition, a designated leader from the district office acts as a support for all parties to facilitate collaboration, assist with determining actions, ensure timely plan monitoring, and evaluate site progress towards established goals.

All sites utilize the SPSA Tool, creating a common practice across Fresno Unified to complete the mandatory needs assessment and action plans. The tool has several elements. The needs assessment element of the tool provides site specific performance data in alignment with the California School Dashboard. This includes Smarter Balanced Assessment Consortium (SBAC), suspension, and attendance data for all schools. Additionally, high schools analyze graduation rate and ‘college and career’ readiness data. Internal data allows for further analyzation and verification of specific site needs. Examples of this data include, but are not limited to, percentage of D’s and F’s, student engagement, interim diagnostic testing or percentage students enrolled in advanced placement courses. This process supports school sites to create an intervention plan and ensure quality implementation of strategies.

During plan development, sites are provided a rubric by instructional superintendents, initiating the process for discussion and feedback between sites and the central office. Multiple leaders from the central office collaborate to construct the rubric to ensure compliance, alignment with district goals, and concurrence with site practices and investments. The rubric poses clarifying questions such as, “Were you able to implement your actions and are you on target to meet your goals based on the following metrics?”. Additionally, it prompts site to include specific information such as the gaps of specific student groups and evidence-based interventions in place to support those students. This helps guide the work for schools as they create their site plan and budget.

Site leaders and supervisors/designees collaborate to identify appropriate interventions, actions, use of funds and strategies to support student achievement. Guiding Coalition Teams assist in identifying appropriate evidence-based interventions. Sites utilize the SPSA Supplemental and Support Resources guide which includes a menu of vetted options for evidence-based interventions that can be selected based on the individual needs of the site. The menu includes central office supports that are researched-based actions and/or strategies that are proven effective and appropriately scalable. Additionally, the designated district CSI representative and other CSI support staff consults with the district administrative cabinet to deploy expertise and resources to best meet the needs of each site. Interventions and expenditures are implemented in alignment with greatest areas of need at each site as uncovered by the needs assessment and correlating data.

Guiding Coalition Teams complete a root cause analysis and determine areas of focus for the site. Also, the team equips site leaders with relevant data and provides support with disaggregation of
data to determine disproportionality and identify possible resource inequities. Although varying by site, examples of inequities could include personnel needs, scheduling adjustments, or additional professional learning. The findings are incorporated into a SPSA monitoring tool throughout the school year to support progress towards stated goals.

Stakeholder feedback is documented in each SPSA, and sites must provide evidence, progress monitoring, and a description of the feedback received from staff, parent/community members, and students.

**Monitoring and Evaluating Effectiveness**

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<th>Please describe how the LEA will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement.</th>
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<tr>
<td>The designated CSI representative, with the support of Equity and Access, School Leadership, and State and Federal, works directly with sites to monitor and evaluate the School Plans for Student Achievement (SPSA) and related site metrics contributing to state identification. Implementation, monitoring, and evaluation occurs in a variety of intentional structures for CSI sites, such as, the monthly CSI Guiding Coalition Meetings which includes various staff and/or departments within the school district to assist with the implementation plan. During the monthly CSI Guiding Coalition Meetings, the Continuous Cycle of Improvement Process Tool is utilized (Problem of Practice, Focus Collective-Efforts, Change Idea(s), Data Analysis/Review (CA Dashboard, reports, interviews, surveys), to develop a research plan, and provide one-on-one support with the designated CSI representative.</td>
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<td>Site leaders and supervisors/designees conduct weekly monitoring of actions and progress. Coaching is provided in areas of need, including, but not limited to additional data monitoring and action implementation assistance. The designated representative provides support with monitoring to ensure sites have the data (based on the CA Dashboard Indicators) and resources (trainings and/or professional development in various areas such as: Social Emotional Learning, Professional Learning Community, technology, AVID, Cultural Proficiency) needed to drive and implement work/actions.</td>
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<td>Throughout the Continuous Cycle of Improvement Process, plans are reviewed and/or revised and evaluated by site leaders and supervisors. The evaluation process includes examining the level of action effectiveness in alignment with the correlating site metrics. Based on the results, site leaders will pivot (revise plan based on data) and/or begin another Cycle of Continuous Improvement, determining areas of focus as pertained to the site plan. Leaders of this work share progress with District Administrative Cabinet twice a year to provide updates, surface requests for additional supports that may be needed to accelerate progress to meet the SPSA goals, and/or how the plan improving/impacting the system as a whole.</td>
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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.

California Department of Education
September 2020