

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
Eureka City Schools	Michael Davies-Hughes Assistant Superintendent of Educational Services	davieshughesm@eurekacityschools.org (707) 441-3363

Schools Identification

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

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
As described on the application for funding, Zoe Barnum High School's WASC Action Plan is being used as the site's CSI plan.

As part of its WASC mid-cycle check, the LEA supported Zoe Barnum High School as the team reviewed previous progress and prepared the CSI/WASC plan similarly to how we conducted the self-study, as a “committee of the whole,” using methods of collaboration only possible at a small school like ours. Administration, teachers, and non-certificated staff gave input in a series of meetings. Student input was also achieved through focus groups who met with administration to provide input into the school. Parent and student input was collected via two google forms. Administration conducted a random survey of 39% of our students who were able to give a student perspective to the progress the school is making. Parents were asked to respond via the school’s Facebook page and at our Open House Night. Items reviewed included state assessment data. Scores were reviewed by staff members using MMARS, a district consulting firm that disaggregates our data and creates usable reports to determine trends of achievement for our

students. This data informs our teachers and enables them to tailor their instruction to what their students specifically need. The LEA provides time during scheduled professional development to review this information. This input was included in each element of this mid-visit/CSI report.

Looking at the results of the feedback, the LEA and school team disaggregated five major issues that Zoe Barnum is experiencing. They are: supporting pathways to careers, maintaining a positive school culture, student motivation, feeling safe at school and communication of student support services. We found that these issues were the root cause of our low graduation rate of 66.7%.

The LEA had success using the "Student Services Coordinator" positions (which were classified positions) in terms of mitigating behavioral and social-emotional issues. However, in reviewing these positions, the LEA determined that a teacher/certificated employee could expand this position to include supporting teachers in providing more engaging and effective lessons in support of academic achievement. The CARE Specialist positions were rolled out first in the elementary schools. The CARE Specialists provided student support as well as professional development and coaching cycles to teaching staff. In reviewing the efficacy of this practice, the LEA looked at school attendance, staff retention, school climate (CHKS), and CAASPP interim assessments. Principals reported that the CARE Specialists were an integral part of supporting the social-emotional and academic growth of students. Due to its small size, the LEA was unable to provide funding for this position at Zoe Barnum High School.

In April of 2020, we were made aware that Zoe Barnum was eligible for CSI (Comprehensive Support and Improvement) funds that enabled us to use evidence-based practices to confront this challenge. Eureka City Schools District administration in collaboration with the Zoe Barnum team, made the decision to hire a "CARE (Comprehensive Approach to Responsive Environments) Specialist." At Zoe Barnum High School, the CARE Specialist will work with teachers on evidence-based pedagogy and engagement strategies, improving attendance, leading to an improved graduation rate. Professional Development sessions will be presented during bi-weekly staff meetings, with coaching cycles implemented for teachers as requested or determined by administration. The CARE Specialist will work with the attendance team in reaching out to families to support students in increasing their participation in on-line learning.

In discussions between the principal and the LEA, two class sections of AVID (Advancement Via Individual Determination) will be added to Zoe Barnum’s master schedule and taught by the CARE Specialist. AVID is a College & Career Readiness system that “provides educators with proven, real-world strategies to accelerate the performance of underrepresented students so that these students and all students across the entire campus succeed in college, career, and life.” (AVID California snapshot)

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.

1. The LEA will monitor implementation of the CSI plan by collecting evidence regarding the effectiveness of the interventions to improve student outcomes. Quarterly meetings between the CSI Team (site administrator, the CARE Specialist and the LEA (Assistant Superintendent for Educational Services) will be held to review this information to consider if changes are needed as other interventions may be implemented based on this feedback. If the CSI Team feels changes or additional actions are needed, surveys will be sent to stakeholders (students & teachers), to gain updated info regarding needs.
2. The following data will be shared in the quarterly meetings (in person or electronically as needed) with the LEA **and** with the site administrator every two weeks:
 - a. Weekly Attendance reports will be tracked and compared.
 - b. Agendas from staff meetings/training will be reviewed.
 - c. Feedback from teachers participating in trainings and coaching cycles will be collected via Google Forms.
 - d. In addition, a weekly call/home visit log will be maintained and available for review.
 - e. Student progress (credit earning comparison with previous weeks prior to enrollment in AVID) will be reviewed and reported every two weeks with site administration and also shared with the LEA at our quarterly meetings. We will track students not in AVID as well, and then compare the data.
 - f. If CAASPP Interim Assessment data is available, the CARE specialist will compile and share these outcomes at the Quarterly meetings with the CSI Team.

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.