

## 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
Vista del Mar Union School District	Dr. Lois M. Peterson, Superintendent/Principal	<a href="mailto:lpeterson@vistadelmarunion.com">lpeterson@vistadelmarunion.com</a> 805.686.1880

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Vista de Las Cruces School

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Vista Del Mar Union SD hired a new full-time superintendent/principal in July 2020, replacing a part-time interim administrator and a part-time assistant principal for its sole elementary school. The Board worked with the newly hired administrator to create goals and action plan for addressing the critical areas required to sustain the autonomy of the District, which had been facing declining enrollment and possible lapsation with neighboring district in the county. Faced with declining enrollment, declining revenues, and, most importantly, declining student achievement in math and ELA, the challenges were obvious.</p> <p>The importance of this background is necessary to understand the full context of the process followed for creation of the Comprehensive Support and Improvement Plan (CSI). Added to this was the suspension of the 2020-21 LCAP by the CA State Board of Education in light of the COVID-19 pandemic, the closures of schools from March 16, 2020 through the end of the school year and the continuing closures affecting the new school year for 2020-21; and finally, the required SB 98 Learning Continuity and Attendance Plan (LCP). To acquire the needed information (Needs Assessment), the newly hired administrator began the extensive review of prior year documents: 2019-20 LCAP with its three-year goals and assessments of progress; SARCs; CDE Dashboard data and school level achievement data. Meetings with the school staff, both certificated (3) and classified (4) to examine and learn what happened with students during the spring closure</p>

and emergency implementation of Distance Learning platforms. This needs assessment was the beginning of the process to develop both required plans—the Learning Continuity and Attendance Plan (LCP) and the Comprehensive Support and Improvement Plan (CSI). Once the staff had looked at the data and given their input to the admin who facilitated the July/August meetings, instructional materials and virtual learning platforms were examined to determine where gaps existed in resources and materials needed for optimal instruction. After that, the process expanded to share the information and gather additional input and feedback from the parent and community member stakeholders over a three-day virtual meeting format in early September. This maximized input and participation before taking the first plan, the LCP to the Board September 28, 2020 for approval.

Using that process and all of the information reviewed and discussed, allowed the staff to develop a strategic intervention plan to address the specific needs identified in the CA Dashboard data: Chronic Absenteeism (RED), Lack of ELA and MATH (ORANGE). These are the specific continuous improvement needs to be addressed in the CSI through a concentrated focus on Academic Literacy for student success in all content areas. The evidence-based interventions to be implemented will be Response to Intervention (RtI) and Multi-Tiered Systems of Support (MTSS) Small group/individual instruction is available for students. Targeted support through remote or on-site interventions are provided by teachers to support grade level mastery and/or enrichment. Curricular materials needed are the result of inequities found in the school's resources. Staff and parent input identified outdated technology (both devices and software programs/platforms); outdated curriculum and a lack of training opportunities for teachers as key areas to be addressed as well.

Intervention resources will include Lexia Core licenses, Zearn Math; Reading Counts and Read Naturally; Math Inventory and Interventions. All instructional materials were reviewed and selected by Vista teachers as meeting the requirements for evidence-based materials as well as being engaging and appropriate to the students' needs in TK—5. To address engagement and chronic absenteeism, having a full-time administrator who is dedicated to communicate directly with students and their parents will be essential to improvement in these areas. A daily assembly prior to the start of the student's day has been implemented and will continue when in person attendance is possible, as well as end of the week Friday afternoon assemblies to recognize and celebrate benchmark achievements of students by name. School communications have been expanded to include parent and student newsletters, and personalized messaging within letters, packets, and certificates to students that highlight classroom and student activities.

Embedded Professional Learning Community time has been added to the school schedule to provide time for teachers to plan instruction, participate in DL training and to review student progress.

## 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.

Once the completed plan is approved by the Board in December 2020, the continuous monitoring and evaluating of the effectiveness of the first quarter of the new school year with the implemented interventions will be included in the presentation; ; i.e., the attendance and student performance as recorded in Power School; parent involvement in Vista Volunteer activities; newsletter publication and the Daily Assembly themes for the first two months of school. Ongoing measures in the CSI's cycle of continuous improvement will be evaluated at each grade level and reported to the Board and community stakeholders through the school's revised website and newsletters and well as formal reports to the Board. Regular progress of students towards achieving essential standards will be communicated via Class DoJo, Google Classroom, or Parent Square for parents.

Transitional kindergarten and kindergarten students completed a screening test that included letters, sounds, number recognition, and fine motor skills. Students in grades 1 through 5 performance data are analyzed to differentiate the instructional plan according to the skill levels while maintaining rigor and exposure to grade level content. Students will be assessed regularly on essential/priority standards through a common formative assessment established for the grade level. Teachers will identify students with specific needs and reach out to them one-on-one to provide small group instruction or 1:1 instruction and work in tandem with Resource Teacher remotely. Teachers will also implement small group and/or individual instructional to guide students by scaffolding for specific tasks assignments (i.e. an outline or sentence starters for written responses), pre-highlighted texts, frequent feedback or check-ins; time management supports; and teaching students how to monitor their own progress independently . For students who are identified as experiencing learning loss or being at risk for not meeting academic goals, scaffolds will be built into their individualized learning instructional plan.

In addition to small group instruction or 1:1 with the teacher, students identified as being at risk for not meeting academic standards will also be provided an additional 30 – 60 minutes of strategic reading and writing intervention throughout the week. This focus is designed to target each student's individual needs.

For English learners to acquire English proficiency, additional support to rebalance and refocus on the task of learning with practice will be provided. English learners will be monitored. It is important to engage with the parents of English learners in a language they can understand and relate to.

The effectiveness of implementing services and supports to address learning loss will be measured through the monitoring of academic progress by teachers as stages of development through the first half of the school year. The

Friday PLC time is devoted as a weekly meeting to focus on collecting and disaggregating data, identifying students in need, and scheduling student support and intervention during the flexible block time or during the regularly scheduled morning time. The cycle of assessing includes the clearly defined and identified learning outcomes, the appropriate assessment that measures the learning outcomes, analyzing the results and making the necessary adjustments to improve the results for each student's learning outcomes as defined. This approach was an integral part of the cycle of standards, curriculum and instruction that formed the feedback loop that guided and provided to parents and students a desired results-driven integrated academic literacy exchange based on data during the recently scheduled October Parent-Teacher-Student Conferences.

## 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.**