

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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## Schools Identification

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

Bayview Elementary, Cesar E. Chavez Elementary, Ford Elementary, Greenwood Academy, Helms Middle, Kennedy High, Lake Elementary, Lovonya DeJean Middle, Peres Elementary, Verde Elementary

## Support for Identified Schools

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

Based on the most currently available Dashboard data (SY 2018-19), ten schools were identified as eligible for Comprehensive Support and Improvement funds and assistance in the following areas:

Bayview Elementary: Bayview is red in all categories

Chavez Elementary: Chavez is red in the area of ELA, Math and Chronic Absenteeism and orange in Suspensions

Ford Elementary: Ford is orange in the area of ELA, Math and Suspensions and red in Chronic Absenteeism

Greenwood Academy: Greenwood is yellow Suspensions orange in the area of ELA, and and red in College and Career, Math and Grad rate.

Helms Middle: Helms is orange in the area of ELA, Math and Suspensions and red in Chronic Absenteeism

Kennedy High: Kennedy is yellow in suspensions, orange in College and Career, and red in ELA, Math and Grad rate.

Lake Elementary: Lake is red in the area of ELA, Suspensions and Suspensions and orange in Chronic Absenteeism, Math

Lovonya De Jean Middle: DeJean is red in all areas

Peres Elementary: Peres is orange in the area of ELA, Math and red in Chronic Absenteeism and Suspensions

Verde Elementary: Verde is orange in the area of ELA and Suspensions and red in Math and Chronic Absenteeism

Overview of the planning process:

Plans for support in addressing these areas of need involve a multi-pronged approach in which central office curriculum and program staff provide easy access to data, training on analysis of the data and guidance on research-based best practices. Individual school sites use the information to develop plans specifically focused on addressing the identified areas. Each Fall a summary of the Annual Review as well as the plans for each site will be shared with a variety of parent groups (MDAC, DLCAPS, CAC) so the information can be used to inform other District-wide planning efforts. Finally, because the CSI plans are a component of the Single Plan for Student Achievement (SPSA) at each

school, the school Board and community will have the opportunity to review and comment on the CSI plans as a part of the Board approval process

#### Annual Comprehensive Needs Analysis:

During the Spring of 2020 (while working remotely), WCCUSD worked with site leadership to calibrate processes and procedures for data analysis of all available local measures for ELA (e.g. STAR reading, Reading Inventory), Mathematics (My Math program embedded assessments and IABs) as well as data related to grad rate. During these working sessions during the Spring of 2020 data review protocols were modeled and practiced with all site leaders. Specific emphasis was on root cause analysis, leading with “the why” and how to craft a thoughtful Theory of Action to guide the development of strategic action plans in the SPSA. Site leaders reviewed data for all students as well as for each subgroup to identify and address gaps in student performance. Schools used their own site based data to review attendance and suspension rates.

During this Annual Review process, particular attention was paid to the area of resource inequities; as a result of the data review, inequities in teachers' years of experience and degree of post-graduate professional development were noted. In order to begin to address these inexperience and training issues, additional funds both at the site and central level are being directed toward teacher training in the content areas of mathematics, English Learner support/ELD and other Core content areas; for the COVID period of the 2020 school year, particular emphasis has been focused on supporting the transition of the basic instructional programs to an online platform while maintaining a focus on individual student needs. This focus on student groups this year has been bolstered by WCCUSD's new African American Student Success department as well as a re-tooled English learner (EL) student support structure. The continuation of the TIP/TSAP programs to support beginning teachers maintains focus on ensuring that WCCUSD teachers have the information and skills needed to be successful with students on a daily basis while supporting the commitment/interest to continue to thrive as a long-term WCCUSD teacher.

Additional support for this data review, goal setting and strategic planning process was offered via SPSA development "one-to-one" sessions throughout the Spring; content experts provided support and training to site staff on how to address learning needs in math and ELA with particular emphasis on how to transition instruction to an online, distance learning platform. Staff from WCCUSD Student Support Services provided information, training and suggestion for external support providers to assist CSI school with maintaining healthy social-emotional and engaging learning conditions for students.

During this Distance learning phase WCCUSD has been able to set up weekly District-wide training on Race and Equity including a review of unconscious biases in our grading practices. While this Training is offered District-wide, CSI schools are able to incorporate the learnings into their site based plans to address the learning needs of identified student groups.

While always a critical factor of student success, the role of parent involvement has increased exponentially during this period of distance learning. To support the home to school connection, CSI schools have District-trained School Community Workers (SCOWs) to reach out to parents on a wide range of needs from academics to engagement/attendance to social-emotional needs and learning. The support of the SCOWs has been invaluable in enabling teachers and other staff to continue the work on addressing individual student needs.

Based on this information and support, school leaders, in conjunction with their Instructional Leadership Teams (ILTs) and School Site Councils (SSCs) design and plan for actions and services strategically directed toward addressing student learning needs in the areas

identified above (academic interventions) in ELA and Math; extra academic tutoring for students in ELA and Math, one-year only support staff for individualized intervention services, materials and online programs to provide extra academic support, coaching support to reflect on and improve instructional practices, additional time for teachers to review ongoing local data and collaborate on how best to improve the instructional program and practices, contracts with external providers to support social-emotional health and student well-being (e.g. PBIS training and support), specific training to support parents in critical areas of need.

Additional programs and support are also provided via centrally-based programs: hosting regularly scheduled meetings with leadership teams of CSI schools to review the most current local data in order to make real-time instructional adjustments, additional guidance and support, mentoring, collaboration and professional development on analysis of student data and how to improve instructional practices, funding and coordination support for staff time and salary compensation to continue data analysis, additional support via contracts in the highest areas of need: ELA, math, credit recovery options, social-emotional and counseling assistance and ongoing support for parent outreach through the SCOW initiative.

#### Training for School Leaders:

Staff from State and Federal Program (SFP), in conjunction with staff from Teaching, Leading and Learning (TLL), train principals, VPs and Instructional Leadership Teams (ILTs) on the SPSA template and SPSA planning cycle as well as on protocols for data review/needs analysis (local measures and dashboard data), SMART goal development and design of strategic action plans. Content level experts work with site staff to analyze gaps in the instructional programs and help to support transition to more effective research-based instructional programs and practices.

The alignment of strategies and site funding allocation to the District goals and vision as outlined in the Local Control Accountability Plan (LCAP) reviewed on a site by site basis. Training includes a focus on ongoing monitoring and data review so school-level staff can play a proactive role in making instructional adjustments throughout the year to ensure student success.

A key message shared with leadership at schools identified as CSI and ATSI is that critical data review and thoughtful planning steps must be put in place in order to address achievement gaps so schools can exit CSI/ATSI status as soon as possible. Site leaders are encouraged to focus on engagement of parents and staff to play active roles in supporting school plan development and implementation processes. Training topics also include an overview of the District vision and goals as outlined in the LCAP (and detailed in the new Learning Continuity and Attendance Plan - LCP) as well as the significance of the factors (Dashboard data) which led to the identification of the sites as CSI and ATSI.

#### Training for School Site Councils (SSCs):

Through annual SSC training sessions, staff from the Community Engagement office provide updated information to SSC members (teachers, parents) on the SPSA development cycle and SPSA template and an overview of the main components of the CSI program. These sessions include a focus on the importance of conducting an annual needs analysis, setting clear goals, developing strategic plans to meet student needs, aligning funding allocations and ongoing monitoring of implementation of the strategies throughout the year. Community Engagement staff also provide follow-up support via meetings and phone calls to assist SSCs and school leadership to actively engage the school community in the planning and monitoring process to ensure increased student performance.

## 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.

District Plans for Monitoring Progress of CSI/ATSI Schools:

Management team members, who directly supervise site principals, play a significant role in supporting CSI and ATSI schools to genuinely follow the planning steps outlined throughout the training: annual data review, strategic vision and planning, alignment of resources. Through regular site visits, classroom observations (during non-COVID times) and attendance at (virtual) staff PD and community meetings, Management team members and their designees support, mentor and monitor the implementation of plans to impact student achievement. CSI schools engage in Cycles of Inquiry (COI) throughout the year as local assessments in mathematics and ELA become available. During these COI's, principals and grade level teams meet to review data, look at the progress students are making and measure the impact of the instructional programs. Then, based on this data-driven information, these site-based teams are able to make instructional changes needed to address any learning gaps or challenges that students are experiencing in a regular and ongoing basis.

Annually, each Spring, site leaders of CSI and ATSI schools make a formal presentation to the Management team and other District leadership staff on the results of the Spring needs analysis and the progress made toward meeting the goals for the past year as outlined the the SPSA. Feedback from these District leaders in response to the information in this presentation is then incorporated into the annual updates to the SPSA, including the CSI-specific plans. The summary of this annual review and the program designs is shared with parent groups each Fall.