

## 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
San Bernardino City Unified School District	Dr. Rachel Monarrez, Asst. Superintendent	rachel.monarrez@sbcusd.k12.ca.us

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Arrowhead Elementary
E. Neal Roberts Elementary
Graciano Gomez Elementary
Lankershim Elementary
Parkside Elementary
Del Vallejo Middle School
Serrano Middle School
Anderson Special Education School
STAR @ Anderson

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
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### Support for Identified Schools

The San Bernardino City Unified School District will provide ongoing support to sites to ensure all ESSA required elements are addressed in the School Plan for Student Achievement (SPSA).

For CSI-identified schools, the District hosted a group meeting to inform sites of CSI identification, and the effects of that identification. Following the group meeting, the District met individually with identified sites to review requirements for the CSI-SPSA. For each CSI-identified site, the District, including the Categorical Programs Department, Assessment and Educational Technology, Multilingual Department, and the Continuous Improvement Department worked with site leaders and staff in conducting a comprehensive needs assessment. Schools utilized the California Dashboard reports, and site Data Protocols, as well as data contained in the School Site Dashboards (e.g., District Benchmark Data for the site, chronic absenteeism, suspension data, and English language proficiency test scores). Site leaders in turn worked with their staff and parent advisory groups (SSC, ELAC, and AAPAC) in order to complete/finalize a comprehensive needs assessment in the development of the school's SPSA/CSI plan.

The Educational Services Division, including the Categorical Programs Department, then supported each CSI school in the identification of evidence-based strategies through a variety of interactive opportunities, including: one-on-one site support; periodic "open house" skill clinics at the District; and theme-based workshops at the District Office. Additionally, the Director, Coordinator, and Program Specialists in the Categorical Programs Department assisted sites in their use of Evidence-Based Solutions research from Attendance Works, Kagen research and rationale on English Learner success, and What Works Clearing House. The District also led sites through analyses of John Hattie's research on effect sizes to select evidence-based interventions. Sites were shown a list of 250 evidence-based strategies and their effect sizes. Sites were able to use their site data, research, and information on the effect sizes of a variety of strategies to select interventions that are most likely to have a positive effect on student outcomes.

District staff, including Directors, Assistant Directors, Coordinators, and Program Specialists provided timely feedback and technical guidance in the development of the CSI plan consistent with the guidance provided by the California Department of Education consultants. The development of the SPSA at all school sites included the participation of the School Site Council and English Learner Advisory Council.

Support includes utilizing the site-based school plan monitoring record to provide regular:

- Budget-plan alignment
- Data protocol analysis

Training, coaching, and guidance in conducting a comprehensive needs assessment to be utilized in the development of the SPSA is provided by the Categorical Programs Department, as part of the on-going support provided to sites.

The Educational Services Division provides:

- Skill Clinics to maximize evidenced-based expenditures
- Site leadership meetings to support the implementation of the Principal's Work Plan that directly aligns professional development and data as it relates to professional learning and collaboration
- Coaching and mentoring on evidenced-based strategies

CSI schools identified resource inequities during the plan development while conducting a comprehensive needs assessment, including a root cause analysis. To support sites in this process, the District provided specific achievement data, including site Benchmark and CAASPP scores, attendance rates, suspension and referral data, English language proficiency assessment data (TELL, ELPAC), and budget information. During District CSI-SPSA group meetings, the District reviewed the specifications for what constitutes a resource inequity, and provided information on how inequities could be discovered at the site level. In individual meetings with sites, the District worked with site leaders to review data. Sites worked with their staff members and parent groups to analyze data and determine whether resource inequities existed, and how those inequities should be rectified. Sites included mechanisms to address the inequities within the scope of the plan (e.g., modifying the school's master scheduling in order to maximize student access). In addition, the District is working with CSI schools to identify common challenges, and alignment of practices that will best utilize CSI funding from the State and positively impact desired school outcomes.

In addition to the support being provided from the Educational Services Division for the development of the CSI plan, the Continuous Improvement Division through the Continuous Improvement Department has assigned specialists who will support with the plan implementation. The specialists will support the site in implementing the instructional strategies selected from John Hattie's research through planning, modeling, co-teaching, coaching, and feedback activities. An important part of data improvement cycles is the focus on the various significant student groups of the site. The specialist will also guide the various school teams in implementing data driven improvement cycles. School administrators will also receive coaching and support in implementation from the Director of Continuous Improvement.

## 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.

**Monitoring and Evaluating Effectiveness** The San Bernardino City Unified School District will utilize the school plan monitoring record to monitor and assist the School Site Council (SSC) in the evaluation of the implementation and effectiveness of the Comprehensive Support and Improvement (CSI) school plans through a team approach of monitoring and evaluating the effectiveness of the evidenced-based strategies outlined in the SPSA-CSI Plan. Each CSI identified school will have a central office staff person (program specialist) assigned to provide direct support and technical guidance. In addition, the existing school plan monitoring record has been amended to include specific “check-in” dates to monitor school progress throughout the school year.

The District partners with CSI schools and their stakeholders by utilizing the “monitoring record” as a comprehensive document to guide the process of monitoring the implementation of the SPSA/CSI plan throughout the school year. The monitoring record requires schools to review and assess the implementation and progress of planned activities, and assess the effectiveness of the activities to provide formative feedback to stakeholders, including the SSC, ELAC, staff, and other parent groups. The updates are captured in the SSC minutes. The Categorical Programs Department provides regular expenditure reports to ensure alignment with planned activities. Additionally, the Continuous Improvement Division provides another “layer” of support and monitoring throughout the year consistent with the strategies and activities outlined in the plans of each CSI identified school, including the professional development focus at each school.

Based on the District’s *theory of action* of Learn-Plan-Practice-Refine, the instructional leadership model will be aligned with four key areas of focus: instructional supervision, capacity-building systems, teacher outcomes, and student outcomes. District staff will offer skills clinics to maximize the use of evidence-based expenditures. Site leadership meetings to support the implementation of site professional development foci, through the Principal Work Plan, will regularly meet as part of the school’s on-going comprehensive needs assessment. These monthly meetings will include a review of School Site Dashboards, which contain Benchmark and CAASPP data, chronic absenteeism rates, suspension data, referral data, TELL scores, and ELPAC scores. The District will work with site leaders to review walkthrough data, and observations, in addition to summative data as reflected on the California School Dashboard. The District will work with site leaders to monitor and evaluate strategies to determine if the resources (people, time, and funds) are meeting the needs of teachers and students.

In addition to data reviews with the site leaders, district specialists will conduct data reviews with site staff. The data reviews will include the monitoring of academic outcomes through formative assessments, chronic absenteeism rates, suspension and expulsion rates, as well as college and career indicators. The review sessions with the site staff will occur 4-6 times per year. The District considers CSI plans to be successfully implemented when schools show a 15-point gain or more in each area of focus, as reflected by the California Dashboard. Through monthly site leadership meetings, the District will support each school's Principal Work Plan through a collaborative approach of data collection, analysis, interpretation, and presentation of student outcome data and observation protocol data. The use of both trailing indicators (to support intervention needs) and leading indicators (to support sustainable improved outcomes), will better assist site administration and stakeholders to identify root causal factors and evidenced-based strategies to improve student achievement. Site-based observations and feedback will be conducted by the Superintendent's Cabinet as it relates to plan implementation. In addition, site leaders receive feedback from their prime evaluator on the progress the site is making to increase student achievement.