

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
Banning Unified School District	Dr. Natasha Baker Superintendent	nbaker@banning.k12.ca.us (951) 922-0205

Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Hoffer Elementary School
Hemmerling Elementary School
Nicolet Middle School
Banning Independent Study School
New Horizon High School

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Banning Unified School District has partnered with the Riverside County Office of Education (RCOE) to support the five schools in developing and administering a comprehensive needs assessment and creating a plan to address the inequities that emerge as a result of analyzing the data. The needs assessment results, in conjunction with local and state California Dashboard indicators, will drive the development of the School Plan 2020-21 ESSA Comprehensive Support and Improvement Prompts Form Page 2 of the Banning Unified School District for Student Achievement (SPSA) and the actions contained within the plan. The district has several different district wide planning committees which provide input and suggestions to each school site. Each school site meets regularly with staff to apprise them of data results and provides an opportunity for discussion and next steps. The district involved a variety of stakeholder groups to gain input regarding the inequities present as a result of the needs assessment. The LEA met with the District Advisory Committee groups as well as DPAC. The school sites have a CSI team that meets regularly as well as school site council meetings.</p>

These groups have been aware of Hoffer Elementary, Hemmerling Elementary, Nicolet Middle, Banning Independent Studies, and New Horizons' CSI status since spring of 2020. The LEA is currently analyzing the results of the needs assessment and an item that came to the forefront was the need to address the chronic absenteeism and proficiency rates in mathematics of its students at all school sites.

Additional support in English language arts and mathematics are also a concern for Banning High School and will be addressed in their SPSA. Hoffer Elementary, Hemmerling Elementary, and Nicolet Middle School had common resource inequity identified based on the collaborative work between the LEA and RCOE. The schools lack a mechanism to produce benchmarks assessment exams, create reports, and develop interventions based on the results of those exams. This will be an item at the forefront of each school's SPSA. Both New Horizon High School and Banning Independent Studies School teachers have expressed a need for training in the field of supporting the unmotivated learner. Because both schools are an alternative model to a traditional comprehensive high school, they serve a different clientele of students who were not necessarily successful in a traditional setting. These students carry social-emotional issues with them daily and the teachers have expressed a lack of knowledge as to how to assist these students. The teachers have requested training specific to addressing the needs of their student population. This action will be accounted for in the SPSAs.

In early spring of 2020, CSI schools engaged in 3-days of site level trainings led by RCOE, which included an overview of ESSA requirements for CSI, a board data analysis of the Dashboard, stakeholder data analysis (deep review of Dashboard, resource inequities), and root cause analysis strategies. From those trainings, CSI site teams utilized various strategies to investigate the root cause of the low performance dashboard indicators such as empathy interviews, process mapping, 5-Whys Protocol, and Fishbone Diagram. CSI sites engaged stakeholder teams in a deeper data analysis based on the focus areas of strengths and needs, identified resource inequities, and an evaluation of their current initiative (initiative mapping). These activities led teams to clearly define their problem statement framing the CSI Plans for each site. By means of reflective questions, findings from the needs assessment, and data analysis, all CSI teams crafted their site specific Aim Statements (What specifically are sites trying to accomplish), as well as conducted Evidence-Based Intervention Activity to determine interventions or change ideas to best address the site needs. The school sites have a CSI team that meets regularly as well as school site council meetings to review, monitor, and evaluate the plan.

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.

The LEA will implement a similar strategy as is in place for the evaluating and monitoring the effectiveness of its LCAP's actions in relation to the metrics and goals. This includes evaluating reports detailing progress toward implementing actions and services as well as the relevance of budgeted expenditures and continuing to revise those as new situations

arise.

The district will evaluate the progress toward performance on expected outcomes, particularly those highlighted in the state Dashboard. Monitoring real time data of LCAP Dashboard indicators will be through Aeries Analytics which include chronic absenteeism, achievement data (i-Ready/SBAC Interim Assessments), and discipline. The district will use the Schoolwide SPSA Monitoring Tool, a comprehensive monitoring tool created by RCOE, that will enable administration to easily access the implementation of the SPSA and its effectiveness.

In conjunction with coaching provided by RCOE, the CSI school sites will meet regularly with RCOE to review data regarding academic achievement, behavior, and social-emotional learning. The CSI school sites will meet at least quarterly with the LEA team to discuss findings, monitor results, and develop next steps. The district level team will conduct site visits, provide feedback to teachers and administration and ensure alignment with the SPSAs' actions, goals, and services.

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.