

# 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
Grossmont Secondary School	Hayley Beaupre, Administrator of Instructional Services	Email: <a href="mailto:hbeaupre@grossmontsecondary.com">hbeaupre@grossmontsecondary.com</a> Phone: (858) 678-2020

## Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Grossmont Secondary School (GSS) is eligible for Comprehensive Support and Improvement (CSI).

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>GSS operates as a charter school and is eligible for Comprehensive Support and Improvement (CSI) for having a two-year average graduation rate less than 67%. According to the California School Dashboard, GSS had a 61.6% graduation rate for the 2017-2018 school year. GSS's graduation rate for the 2018-2019 school year was 71% which is a 13.1% increase from the prior year. The California Department of Education (CDE) did not publish a California School Dashboard for the 2019-2020 school year due to the COVID-19 emergency.</p> <p>In 2017, Grossmont Secondary School (GSS) was established by the State Board of Education as a free public-school option serving students in grades 7-12. GSS offers an academic intervention program to re-engage students by guiding them to return to their school of residence after catching up in credits or into a college or career post-secondary pathway.</p> <p>GSS is part of the Altus Schools. Altus Schools focus on academic improvement, high-caliber teaching, safe and supportive learning environments, and the development of role models for educational reform.</p>

GSS is identified by the California Department of Education (CDE) as participating in the Dashboard Alternative School Status (DASS) program. DASS schools must have an unduplicated count of at least 70 percent of the School's total enrollment (upon first entry to the school) comprised of high-risk student groups, to be eligible for DASS. GSS served a student population comprising of 84% high-risk student groups in 2019-2020.

GSS served 389 students during Month 13 of the 2019-2020 school year. Of these 389 total students, 57% are Hispanic, 23% are White, and 8% are Black or African American. 12% of students are other ethnicities. In addition, 65% of students are Socio-economically Disadvantaged, 19% are Students with Disabilities, 11% are English Learners, 3% are Homeless, and 14% are identified as GATE. GSS only had one foster youth student enrolled in July 2020.

GSS has partnered with stakeholders to develop a CSI Plan to improve student outcomes. GSS has collected meaningful stakeholder feedback from student and parent information surveys, including a COVID-19 needs assessment survey, distance learning satisfaction surveys, and engagement surveys. Survey results are collected, organized, and analyzed by school staff and leadership teams to identify the academic, physical, mental, and social-emotional needs of all students. This data is critical in the formulation of program goals, services, and allocation of resources.

The design of the School allows for teachers, parents, counselors, and leadership team members to meet, discuss, and plan for the needs of all students. The School's key process is the Pathways Personalized Education Plan (PPEP). The PPEP is collaboratively developed and monitored by the student, parent, teacher, school counselor, and instructional leader. On an ongoing basis, PPEP meetings are conducted to review student progress and implement planning to continuously improve student outcomes which are aligned to state indicators. In addition to PPEP meetings, school staff use multiple collaborative settings to be involved in the decision-making process of the School and the development of the CSI Plan. Stakeholder involvement contributes to the CSI Plan development in several important ways: identification and refinement of needs based on data analysis, creation of goals, establishment of metrics, designation of activities, and resource allocation. The following stakeholder groups have contributed to the development of this plan with corresponding methods:

- **School Leadership Team:** Weekly Meetings; Annual Survey
- **Teachers:** Quarterly Instructional Meetings; Resource Center Meetings; APAC Department Meetings; Annual Survey
- **Students:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **Parents:** Ongoing PPEP Meetings; Open House; Senior Exit Orientation; Annual Survey
- **School Staff:** Quarterly Staff Meetings; Department Meetings; Annual Survey

- **School Site Council (SSC):** Ongoing Meetings
- **English Language Advisory Council (ELAC):** Ongoing Meetings

Stakeholder groups participated in a comprehensive Needs Assessment of the entire school, which considers the needs of students who are failing, or at-risk of failing, to meet state academic standards. Stakeholder groups followed an Improvement Science protocol to determine the gaps between the current state of graduation rates and the School's ideal rates of growths. Additionally, stakeholder groups analyzed a variety of data and information related to student engagement and achievement, including:

- Graduation rates
- Chronic Absenteeism
- SBA Math and ELA achievement results
- English Learner progress rates
- College and Career Indicator
- Suspension rates
- NWEA Measures of Academic Progress (MAP)
- Student demographic reports
- Student participation rates
- Student credit completion rates
- Course enrollment rates
- Student intervention reports
- Average credit deficiency upon initial enrollment
- Average skill deficiency (ELA and Mathematics) upon initial enrollment

All data compiled and analyzed by stakeholder groups included historical and trend data for All Students and unduplicated student groups. As part of the Needs Assessment, stakeholder groups analyzed resource allocation by category. Stakeholder groups came to a consensus that school resources are appropriately allocated to supporting the needs of all students. Thus, no resource inequities were identified. There is agreement that the School's instructional model is designed to support the needs of the lowest achieving student and potentially highest risk. Stakeholder groups believe that the PPEP provides instructional staff with a systematic approach to support the academic and social-emotional needs of all students. Lastly, according to the 2019 Dashboard, GSS had a 71% graduation rate. This is an 13.1% improvement

from the prior year. School groups determined that the school's graduation rate is trending in the right direction and this is the result of the targeted support and interventions implemented to support grade 12 engagement and achievement.

GSS utilized a continuous improvement framework that cultivates a problem-solving approach and close observation of the system that is producing the outcomes<sup>1</sup>. This continuous improvement framework is essential to sustained program improvement. There are five fundamental steps in this process: 1) Inform, 2) Select, 3) Plan, 4) Implement and 5) Analyze. At the core of each continuous improvement process and step, stakeholders engage in evidence-based decision making and reflection. Thus, GSS stakeholders followed this continuous improvement framework while developing a systematic plan to improve graduation rate. The initial step was focused on analysis and stakeholders investigated school needs, historical trends, potential challenges/barriers, and current strategies and interventions. The following key themes emerged from stakeholder groups as influencing the School's graduation rate:

- On average, grade 12 students enroll below grade level in ELA and mathematics skills.
- Grade 12 students exceed the expected enrollment time in math courses; math courses take students, on average, two to three times as long to complete than other core courses.
- Grade 12 students exceed the expected enrollment time in the Pathways Exhibition course; this course takes students, on average, two to three times as long to complete than other practical courses.
- Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum and participate in distance learning.
- Grade 12 students need additional counseling to ensure they are ready for college/career pathways.
- Grade 12 students continue to need access to social-emotional learning opportunities and support/resources.

Based upon the Needs Assessment results, the School engaged in an in-depth selection process to identify allowable CSI activities that build capacity, are evidence based, and address the School's need to increase the graduation rate. The following process was followed by school department leaders in selecting evidence-based interventions:

- Continue to build foundational knowledge around evidence-based interventions, ESSA requirements, and capacity building with the School's Strategic Planning Process, including Leadership Team members participating in the CDE's *Tuesdays at 2 Webinars* focused on CSI and LCAP.

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<sup>1</sup> Evidence Based-Improvement, A Guide For States to Strengthen Their Frameworks and Supports Aligned to the Evidence Requirements of ESSA, WestEd.org

- Continue to acquire and review materials and resources related to ESSA, including US Department of Education Guidance – *Using ESSA to Strengthen Education Investments and What Works Clearinghouse*.
- Continue to evaluate and implement programs and services based on the quality of the program, relevance, and usefulness: *What Works Clearinghouse “Path to Graduation” Interventions*.

Based on the evaluation of each intervention, the school team identified two programs that rated as ‘Positive or Potentially Positive’ and applicable to the School’s instructional model: Dual Enrollment Programs and Check & Connect.

GSS plans to implement the following evidence-based interventions and action items to increase graduation rate:

- Design and develop a dual enrollment program that allow high school students to take college courses and earn college credits while attending high school. The School will partner with a local community college to support students who are underrepresented in higher education, to increase college access. The dual enrollment program will be free to increase the number of low socioeconomic status students who can attend and complete college.
- Provide school counselors with training in the *Check & Connect* program to increase student progress in grade 12 coursework. The *Check & Connect* is a dropout prevention strategy that relies on close monitoring of school performance, mentoring, case management, and other supports.
- Continue to implement Trauma Informed Practices for Schools into daily instruction to support the social-emotional needs of grade 12 students who have experienced traumatic experiences in the past or that have been impacted by the COVID-19 emergency.
- Integrate AVID strategies into daily instruction to increase student engagement, achievement, and college readiness.
- Math specialists to coach teachers and provide high-quality, school-based professional development.
- Continue to provide increased ELA and math coaching/tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
- Continue to provide additional coaching and tutoring, led by CTRs, for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.
- Continue to offer social emotional learning opportunities to grade 12 students, including Resilience in Student Education (RISE) and the Character and Leadership Development Program.
- Continue to provide grade 12 students with Chromebooks and/or internet hotspots to increase access to the full curriculum.
- Continue to provide staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.

- Continue to implement grade 12 monitoring system throughout the school year. This is a coordinated effort which includes teachers, counselors, and instructional leaders using SharePoint technology to identify students 'Not On-Track' to graduate and then collaborate to implement appropriate intervention.

### **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.

GSS will use multiple assessment tools and data analysis protocols to determine effectiveness of services and supports. All stakeholder groups will monitor and evaluate the effectiveness of the CSI Plan, including the School Leadership Team, School Staff, Students, Parents, School Site Council, and English Language Advisory Council. To ensure continuous improvement, school groups will review data from the California School Dashboard, other student performance data, and perception data to determine if the CSI Plan has been effective in addressing the areas of need and increasing student achievement for all students, but especially for the lowest-achieving students. School groups will utilize evaluation methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

In addition, the following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students:

#### **School Data Department:**

- Publish a monthly Storybook that includes the number of students assigned to the dual enrollment program, intervention frequency/methods, participation/attendance, and credit completion rates.
- Provide teachers, counselors, and instructional leaders with a quarterly SharePoint grade 12 student roster to track grade 12 students as 'On Track' and 'Not on Track'.

#### **School Curriculum Department:**

- Publish a monthly professional development (PD) report that summarizes the number of PD hours completed per teacher and in each content domain.

#### **School Leadership Team:**

- Meet to monitor and evaluate the effectiveness of actions and interventions at weekly team meetings by analyzing comprehensive data for the School.

**Instructional Leaders:**

- Meet with all teachers in July, October, and January to review grade 12 student progress towards graduation.
- Conduct grade 12 tutoring session observations, September 2020 to April 2021, to ensure teachers are providing high-level targeted instruction that support the needs of the lowest achieving students. Observations will also be focused on the use of grade-level curriculum, technology tools, and the integration of TIPS and AVID instructional strategies.

**School Counselors:**

- Meet weekly with instructional leaders to discuss Check & Connect progress and effectiveness.
- Ongoing utilization of the School Pathways Student Information System to monitor grade 12 student progress towards graduation.
- Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

**Teachers:**

- Ongoing utilization of monitoring tools, including Grad Countdowns and Student Participation/Credit Trackers as instruments to identify students at-risk of not graduating on-time.

## 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.**