

# 2021-22 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	<a href="mailto:hbeaupre@grossmontcharter.com">hbeaupre@grossmontcharter.com</a> 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.

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>GSS qualifies for CSI based upon the 2018 and 2019 School Dashboard Graduation Rate Indicator.</p> <p>The California Department of Education (CDE) has identified GSS as <b>Dashboard Alternative School Status (DASS)</b>. To be eligible for 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. While DASS schools are held accountable for all state indicators reported in the School Dashboard, there are 'modified methods' used to fairly evaluate the success and progress of alternative schools that serve high-risk students. The CDE concluded that the combined four- and five-year graduation rate does not appropriately evaluate DASS schools, because they serve highly mobile and credit-deficient students. As a result, DASS schools have a modified method for calculating the Graduation Rate Indicator: <b>One-Year DASS Graduation Rate</b>.</p> <p>GSS's CSI Plans were <b>jointly developed</b> by stakeholders, including teachers, staff, students, parents, and family members. Meaningful stakeholder feedback was collected throughout multiple collaborative settings: surveys, school events, meetings, conferences, and trainings. Feedback was collected, organized and analyzed by the School to</p>

determine the educational needs of all students and formulate programs, services and allocation of resources. Additionally, 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.

Stakeholders participated in a **Needs Assessment** 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 achievement gaps, focused on the current state of graduation rates and the School's ideal rates of growth. Stakeholders analyzed a variety of data and information related to student engagement and achievement, including all School Dashboard Indicators, Measures of Academic Progress by NWEA, and Monthly Storybook Reports.

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. **Therefore, 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.

GSS utilized a **Continuous Improvement Framework** that cultivates a problem-solving approach and close observation of the system that is producing the outcomes. 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. 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:

a) On average, grade 12 students enroll below grade level in ELA and Mathematic skills.

- b) Historically, grade 12 students exceed the expected enrollment time in Math and Pathways Exhibition courses, which are part of the graduation requirements.
- c) Grade 12 students, particularly low-income households, continue to need access to Chromebooks and/or home internet to have full access to curriculum.
- d) Grade 12 students need additional, targeted counseling to ensure that they are ready for college/career pathways.
- e) 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 Graduation Rate.

Since fall 2020, GSS has implemented the following evidence-based actions and interventions to increase Graduation Rate:

1. Designed, developed and implemented an **Early College Credit Program** that allows high school students to take college courses and earn college credits while attending high school. The School partnered with local community colleges to support students who are underrepresented in higher education, to increase college access. The Early College Credit Program is free to eligible students to increase the number of low socioeconomic status students who can attend and complete college.
2. Implemented **Trauma Informed Practices for Schools (TIPs)** 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.
3. Counselors met weekly with instructional leaders to discuss grade 12 student participation and credit completion rates. **Counselors met with students and discussed multiple pathways to graduation such as HiSET and GED.** Counselors administered on-site HiSET to eligible students.
4. Integrated **AVID** strategies into daily instruction to increase student engagement, achievement, and college readiness.

5. **Math Specialist** coached and provided instructional staff with high-quality, school-based professional development.
6. Provided targeted and increased ELA and Math tutoring for students in grade 12 to increase progress and completion rates in courses required for graduation.
7. Provided supplemental and additional coaching and tutoring for students in grades 11 and 12 to increase progress towards grade level promotion and completion rates for other required coursework for graduation.
8. Offered social-emotional learning opportunities to grade 12 students, including **Resilience in Student Education (RISE)** and the **Character and Leadership Development Program**.
9. Provided grade 12 students with **Chromebooks and/or internet hotspots to increase access to the full curriculum**.
10. Provided staff professional development to implement graduation strategies and build capacity for systems supporting successful student outcomes.
11. Full implementation of grade 12 monitoring system. This is a coordinated effort which includes teachers, counselors, and instructional leaders using **SharePoint technology to identify at-risk students** and then collaborate to implement increased and targeted intervention, aligned to the school's MTSS.

### **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.

Based upon GSS's internal graduation rate monitoring system, the School projects the graduation rate for All Students for the 2020-2021 school year to exceed 80%. This projected graduation rate will include students who complete graduation requirements by July 2021.

School stakeholders believe that the CSI Plan is effective in meeting the needs of students and helping them complete graduation requirements on-time and transition to post-secondary pathways. GSS aims to increase the graduation rate for All Students and Students Groups by 3% from the prior school year or exceed a status level of 80%.

**For the 2021-2022 school year, GSS will continue to implement, analyze and enhance the strategies and supports embedded in the CSI Plan as part of the Continuous Improvement Framework.** One of the key programs that the school intends to enhance is the Early College Credit Program. While the Early College Credit Program was offered to students during the 2020-2021 school year, instructional staff will make a concerted effort to recruit more students to participate in this program. It is evident that students who participate in the program demonstrate improved engagement and academic performance in school. Lastly, the School will strive to enhance and recruit additional students to participate in AVID. AVID increases students' academic skills and confidence which will help students prepare for post-secondary pathways.

In order to monitor and evaluate the effectiveness of the CSI Plan services and supports, GSS will use multiple assessment tools, data analysis protocols, and will include key stakeholders. To ensure continuous improvement, school stakeholders will review data published in the School Dashboard, Monthly Storybook Reports, and Survey Results to determine if the CSI Plan has been effective in addressing the areas of need for all students, but especially for the lowest-achieving students. School stakeholders will utilize evaluative methods, particularly guiding questions for quantitative and qualitative data analysis, provided by the San Diego County of Office Education (SDCOE) to determine program effectiveness.

The following school departments and personnel will support the monitoring of designated strategies and interventions for grade 12 students

#### **School Data Department**

- a) Publish a Monthly Storybook that includes the number of students assigned to the Early College Credit Program, intervention frequency/methods, participation/attendance, and credit completion rates.
- b) Provide teachers, counselors, and instructional leaders with a quarterly SharePoint to monitor and respond to grade 12 students marked as 'not on-track' to graduate.

#### **School Curriculum Department**

- a) 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**

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

**Instructional Leaders**

- a) Meet with all teachers in July 2021, October 2021, and January 2022 to review individual student progress towards graduation.
- b) Conduct grade 12 tutoring session observations, September 2021 to April 2022, to ensure teachers are providing high-level, targeted instruction that supports 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**

- a) Meet weekly with instructional leaders to discuss and collaborate on students identified as at-risk.
- b) Ongoing utilization of the School Pathways Student Information System to monitor grade 12 student progress towards graduation.
- c) Meet weekly with instructional leaders to discuss grade 12 student participation and credit completion rates.

**Teachers**

- a) 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.**