

# 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
Madera Unified School District	Todd Lile, Superintendent	<a href="mailto:toddlile@maderausd.org">toddlile@maderausd.org</a> (559) 675-4500 Ext. 220

## Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Furman High Martin Luther King, Jr. Middle School Mountain Vista High Jefferson Middle School

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>Madera Unified is utilizing methods from Improvement Science to support the schools identified for CSI. The school principals of the sites identified an improvement team to study data around the reasons they were identified for CSI before completing a root cause analysis to identify root causes and the contributing factors of those identified root causes. Madera Unified is utilizing modified improvement science protocols developed by the Carnegie foundation to serve as a guide through the root cause analysis to select the highest priority root cause. From that point a driver diagram is created to be able to evaluate change ideas for the sites to implement a plan. As Mountain Vista and Jefferson were identified in previous years, they are in the implementation phase of their plans that the district is providing monitoring support to help ensure fidelity to their plans. For Martin Luther King Jr. and Furman, the root cause analysis is complete and additional meetings have been scheduled to select the highest priority root cause, driver diagrams and create and evaluate change ideas to be implemented. Upon selection of a change idea, the district will also be providing monitoring support.</p>

## 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.

Madera Unified district staff provided the data for the school site improvement teams and facilitated the improvement science process. After determining the highest impact change idea, measurable metrics will be developed and agreed upon by school site and district staff for the monitoring and evaluation. Plan, do, study, act will be utilized on a quarterly basis to check progress and modification of the change idea will occur if necessary. The California School Dashboard will be used to further monitor the overarching progress of the specific indicators annually. However, Madera Unified will use local level assessments to monitor progress of results throughout the year through our self-developed Madera Learning System (MLS). Using the MLS, individual student goals will be set on the local level assessments to further monitor student and school improvement. The MLS was created through the collective involvement and buy-in of key parties throughout the district. The MLS articulates a clear set of higher expectations than what exists within the states The California Dashboard. The MLS was created to further create a highly coherent instructional system. It is designed as a multiple measure system to monitor and provide aid more actively to school sites encompassing three components. Those components are Academics (Grade Level Readiness Performance, Grade Level Readiness Growth, and Validation Visits), Engagement and Management. Each component will consist of multiple metrics that will become a summative score (0%-100%) to gauge the current health of that component at each school site. The indicators included in the MLS, as it relates to the Academic component, exceed the rigor of the California Dashboard indicators and increased scores on the MLS will correlate to higher results on the California Dashboard. For example, if 80% of our students reach their local assessment goals we would expect a 30-point increase in DFS on the State Assessment. Also, the increased assessment scores should also lead to classroom grade mark improvements which will help the graduation rate. Finally, increased positive behavior days which is a component of Grade Level Readiness, which itself is a part of the academic component of the MLS, would lower the suspension rate reported to the state.

### Current MLS Results:

Furman High – Academics 40%, Engagement 40%, Management 55%

Martin Luther King, Jr. Middle School – Academics 26.67%, Engagement 100%, Management 60%

Mountain Vista High – Academics 20%, Engagement 20%, Management 55%

Jefferson Middle School – Academics 40%, Engagement 20%, Management 66.67%

## 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.**