

## 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
Ocean View School District	Kristi Hickman, Coordinator	<a href="mailto:khickman@ovsd.org">khickman@ovsd.org</a> (714) 847-2551 ext. 1307

### Schools Identification

Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI).
Westmont Elementary School

### Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>OVSD Teaching &amp; Learning Team and an educational consultant worked with the Westmont School Leadership Team in Spring 2020 to review and refine their needs assessment, school data, establish focus areas, prioritize needs, determine the root causes of underperformance, resource inequities, and plan of action detailed in their school SPSA and developed through stakeholder engagement and approved by the School Site Council. District stakeholders and the Westmont Leadership Team met again in August and September to discuss the transition to a new OVSD assessment system, adjustments to their action plan based on current phases of 2020-21 Reopening models; Virtual Academy, Distance Learning, Hybrid, and 100% In-Person, and a loss of enrollment (200 students) and staff.</p> <p>Several inequities were identified that contributed to poor student performance and chronic absenteeism during the 2018-2019 school year. A disproportionate number of identified special education students were temporarily placed at Westmont due to school closure, in addition to the large percentage of students who are English Learners, the number of students who come to school without preschool and/or having few readiness skills, have attendance issues, and parents who are unable to provide educational or emotional support. In response, OVSD balanced special education programs within the district, placed a preschool program (fee-based, state, and mainstream special ed) along with housing two district social workers and intern counselors on campus. The allocation of Title 1 and Title III funds was provided to increase the hours of a bilingual community liaison. In addition, the staff was trained in Social Emotional Learning (SEL) practices and Restorative Circles. Attendance Incentives have been created along with other procedures for improving attendance. The district will continue to monitor and provide needed guidance and support.</p>

CSI funds were realigned to (A) allow the entire Westmont School teaching staff, principal, school psychologist, District TOSA, and Coordinator to partner with the County and WestEd for a series of problem-solving workshops (September-December 2020) to build structures to ensure student connection and engagement, create social and emotional learning opportunities for students, enhance the existing culture and strengthen learning through collaboration and a school-wide project, (B) provide identified instructional supports (40% TOSA/Coach) and resources for staff to build the capacity of teachers around foundation skills, authentic literacy, mathematical practices, evidence-based strategies, activities, and research-based interventions, and (C) provide 3 additional teachers (@ 46%) to support asynchronous cohort instruction during Hybrid reopening so that identified students in K-2 attend school 4 days per week for in-person small group intervention.

All Staff will be trained on the new ELA and Math i-Ready assessments. The data provided by these diagnostic assessments will help teachers identify where students are in relation to grade-level expectations and more importantly, the skills gaps that require additional support in order to accelerate learning and mitigate learning loss. This will be a departure from the previous Universal Screener, Acadience Reading (formerly DIBELS Next) data which determined if students were on the right trajectory for success in their grade level. However, Westmont's plan includes a variety of optional diagnostic assessments for teachers who might need additional data and a district created "toolkit" of resources to provide students with the necessary strategic or intensive instructional support to meet grade-level expectations. In addition, CSI funds will provide release time for teachers to collaborate, analyze assessment data, identify performance gaps, align strategies, and monitor progress toward achieving identified goals. OVSD will work with the County and Westmont School to review the data, plan of action, allocation of funds, and any barriers to progress to ensure effective systems and structures are in place to support student success.

## 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 District Teaching & Learning Team will support and monitor Initial i-Ready ELA and Math diagnostic assessments administration in November and help teachers identify skills gaps at the beginning of the 2020-2021 year. Then, teachers will be able to support "filling" these skills gaps with intentional, strategic instruction. After the CDE's recommended 6-8 weeks between diagnostic assessments, Westmont students will take the i-Ready ELA and Math assessments again to see where instructional gains have been made and new learning targets can be set. The mid-year data will be used to plan for and implement intentional, strategic instruction, along with providing teachers and the site/district team information to guide instruction and better allocate instructional resources.

In between the three diagnostic assessment windows, teachers will be using formative and summative assessments to monitor student learning and provide "just in time," appropriate instruction. The combined use of a standardized, diagnostic assessment (i-Ready) district-wide and formative/summative assessment will help identify gaps/needs, prevent students from "falling through the cracks," ensure progress and effectiveness of the plan.

The Principal, District Teaching & Learning Coordinator, TOSA Instructional Coach, and TOSA team meet bi-weekly to review and monitor progress, brainstorm ideas, and strategize the next steps to ensure progress and support. This intentional collaboration will continue throughout the duration of CSI status and funding.

## 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.

California Department of Education  
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