2020-21 Every Student Succeeds Act
Comprehensive Support and Improvement Prompts Form

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<th>Local Educational Agency (LEA) Name</th>
<th>Contact Name and Title</th>
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Schools Identification

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

McKinley Elementary

Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.

The Susanville School District has utilized a strong stakeholder group to participate in the process of building our Local Control Accountability Plan (LCAP) that includes board members, administrators, teachers, classified staff, parents representing several groups, students and community partners. The stakeholders in this group were introduced to the Comprehensive Support and Improvement (CSI) Grant and McKinley School's identification during the 2019-2020 school year. McKinley School was identified for CSI due to high chronic absenteeism (red) for their all student group, Socioeconomically disadvantaged group, Hispanic group and white student groups along with Language Arts and Mathematics scores (orange) for the third grade groups that matriculate from McKinley to Meadow View School. Additionally, the school suspension rate for all students at McKinley was in the orange category as well. The stakeholder group reviewed the scores in the schools as well as the scores across the district and with the support of the Lassen County Office of Education, discussed what were high level concerns at the school that needed to be addressed to improve the outcomes that will align with district vision for the school and for improvement towards the long-term goals established by the state of California. The needs assessment identified that chronic absenteeism was a priority to address in the coming years. Also identified during the needs assessment was the issue of McKinley's K-2 students not
being part of the CAASPP testing cycle and the need to expose students to more technology and more testing-related instances so that they are better prepared to be comfortable and succeed on state testing when they reach the end of their third grade year at Meadow View School. Professional development in the area of technology was identified as a high level need.

Stakeholders reviewed attendance data for the prior three years for all grade levels, suspension record data for the prior three years and academic progress on the CAASPP test as well. Data was broken down by the various groups represented on the CA School Dashboard and groups discussed the data in relation to how different groups compared to the whole and to each other. The stakeholders looked at potential barriers for those groups that appeared to be more heavily impacted in a negative way and discussed possible solutions to better support those groups and/or remove the barriers that were identified. This valuable feedback from the group was vital in the creation of the CSI plan. Evidence-based interventions including iReady, Read Naturally, CAASPP Interim Assessments and interventions built into the ELA and Mathematics curriculum have been used over the past few years. The group identified that Effective Direct Instruction (EDI) was a need across our grade levels; those teachers that trained in this strategy in the past, identified the need for a refresher course. Several new teachers will need training for the first time. Training is also needed to support the effective use of technology in the classroom.

Another identified inequity for McKinley School is the facility itself. The school building is our oldest in the District and does not enjoy some of the modern niceties that grace the other two schools. The majority of the classrooms in the school do not have an attached HVAC system. The entire school is heated through a boiler system. While the boiler itself is new, the system does not support the filtering of air. Most other classrooms in the District have rooms with air that is filtered through individual systems. The attendance rate at McKinley is low and one possible reason is that we need to have filtered air that will not transmit germs because filtering is absent. The District intends to support the school with the purchase of Air Purifiers for each classroom and common area in the school. Cleaner air should result in a more healthy environment.

**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 will work with McKinley Leadership to monitor student attendance and track chronic absenteeism. School administration will develop a three-tiered approach to student absences with the top tier being our most chronically absent students and the middle tier will consist of our "watch list." We want to intervene with students in the middle tier before they reach the top tier. Historical attendance information will play a part in the analysis of student chronic absenteeism. The District will provide historical records for McKinley to use as they complete their analysis of absences. Parent survey information will be gathered to analyze access to technology in the households and access to internet throughout the district. McKinley administration will also need to continue to have access to CAASPP scores for third graders for the past several years. Ongoing analysis of test scores for both ELA and Math will be necessary to continue the work in the CSI plan.

The District will continue to partner with the Lassen County Juvenile Probation Department and Lassen County Foster Youth Services to help coordinate and monitor student attendance across all stakeholder groups. Through the LCAP planning process, the District will engage with these partnerships to evaluate the implementation and effectiveness of the plans at all three schools, but most specifically McKinley School.
Stakeholders will continue to meet with school leadership through the School Site Council and members of the council will continue to partner with the District on the LCAP committee. This involvement provides stakeholders at all levels an opportunity to participate in the support of district programs to build student and school continuous improvement.

Although many "in-person" opportunities have been limited due to the COVID-19 Pandemic, the District will continue to provide webinar, guidebook and coaching opportunities for the schools in support of the CSI plan. While these online resources might have been less than appealing in the past, they have become much more popular over the past nine months. Teachers, administrators and parents are more willing to participate in online forums to learn about how to build capacity in our schools for continuous support.