

# 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
Bay Area Technology School	Seth Feldman - Superintendent	<a href="mailto:director@baytechschool.org">director@baytechschool.org</a> 510-382-9932

## Schools Identification

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

## Support for Identified Schools

Please describe how the LEA has or will support its eligible schools in developing CSI plans.
<p>In the Spring 2020 Bay Area Technology conducted an organizational wide survey distributed to teachers, parents, and students as to how the Board and Administrative Team could better serve each stakeholder group. Each stakeholder group was given a unique survey with specifically targeted questions. In reviewing the results that came back, the common trend amongst Bay Tech’s parent and student stakeholder groups was additional resources and accessible information as it related to high school graduation, college preparedness and/or other alternative (non-college) post-high school pathways. Additionally, Bay Tech’s teaching staff expressed greater coaching and professional development opportunities.</p> <p>Moreover, after additional research and discussion, Bay Tech identified a resource inequity within our parent and student stakeholder groups. As a result of our school’s demographics (74% Unduplicated Count) Bay Tech discovered that our parent and student subgroups often did not have the “means” to seek outside resources when for High-School Graduation assistance, College Prep counseling, or consultation on Career Pathways. At Bay Tech “means” takes on multiple definitions. First being the financial means, it is often very costly to seek outside services for College Prep or Career Counseling. Secondly, “means” at Bay Tech also represents time and availability – a significant amount of Bay Tech parents work multiple jobs and many of Bay Tech students work part-time jobs to help make ends meet, allowing for very</p>

time to receive outside consultation. And finally, a lack of “means” at Bay Tech also is a reflection of our 11% Foster/ Homeless Population and 21% English Language Learner as they students don’t have the traditional guardians at home or parent-guardians who do not speak English as a first language. All of these factors create a resource inequity amongst Bay Tech students (and parents), making it imperative to provide these services on campus.

Finally, given that Bay Area Technology School is a single-site charter school, without the infrastructure and support of a school district, the ability to offer these programs would not be possible without the receipt of the CSI Grant. A single-site charter, the cost of providing these services is borne by Bay Tech – opposed to a district whereas the cost of these services (our full time College Career Counselor) would be spread across multiple sites. Bay Tech’s general operating budget on LCFF Funding Sources does not allow the school to afford this position.

Taking all of the above into consideration, the Administrative team at Bay Tech met to develop an improvement plan based upon John Hattie’s research from Visible Learning on 250+ Influences on Student Achievement. The Visible Learning research synthesizes findings from 1,400 meta-analyses of 80,000 studies involving 300 million students, into what works best in education. Focus was placed on planning for actions and services that have the potential to considerably accelerate or accelerate student achievement to address the CA School Dashboard indicators that are Red or Orange (Suspension Rate, Attendance, Math, and English Language Arts).

The leadership team developed strategies for leading the school improvement process and creating a results orientation and making connections with other systems to improve alignment and focus.

This plan was presented to the Board of Directors for approval a regularly scheduled board meeting.

The leadership team determined, with Board approval, that the funds would be used for the following:

Develop comprehensive and supportive Career Pathways for our students, offering more college and career counseling, as well as building a direct bridge between high school and post-graduate paths such as career, community college, vocational school, or four year universities.

Professional Development opportunities with Social Emotional Learning for our staff.

Professional Development opportunities with teacher coaching for our staff

Benchmark assessments and monitor all students, toward academic achievement and increase the graduation rate

Provide full intervention programs within the curriculum and structure of the school to ensure the success of each and every student, including those with special needs, assisting them toward graduation.

### **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.

In regards to our college and career counseling and guidance, the LEA will monitor the effectiveness regularly throughout the year and in May. We will maintain an ongoing list of students who are on track to graduate and those who are preparing for college or careers. In May we will evaluate this program's success based on both our graduation rate and our college going rate. We expect to have over 90% graduation rate. Out of the students who are interested in going to college, we expect to have over 90% of them accepted and registered to attend in the fall. To evaluate our Saturday school and intervention programs, we will monitor the progress of the students involved and analyze their performance at the end of the year. While this year is unpredictable and very challenging for many of our families, we believe that these programs will give the students support and that their grades and scores will improve over the course of the year. To evaluate our Saturday school and intervention programs, we will monitor the progress of the students involved and analyze their performance at the end of the year. While this year is unpredictable and very challenging for many of our families, we believe that these programs will give the students support and that their grades and scores will improve over the course of the year.

## 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.**