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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Pacific Union Elementary School District	Annette S. Machado Superintendent/Principal	amachado@puschool.org (559) 834-2533

Schools Identification

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

Pacific Union Elementary School

Support for Identified Schools

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

After reviewing the CA School Dashboard data Pacific Union met with FCSS staff and attended CSI collaboration meetings to understand continuous improvement work and develop a plan for the 2020-2021 school year. Pacific Union created a CSI team that included grade level leaders, support staff, and administration. Our stakeholders, including parents, teachers, staff, and community members were a part of the data analysis process and provided input through surveys. A data analysis meeting was held by the CSI team to look at accountability data. According to the Fall 2019 CA School Dashboard Pacific Union's academic indicator and suspension rate was orange. Chronic Absenteeism was red. Although chronic absenteeism was red, the team chose not to focus on it because of the upcoming flu season and other reasons for absences beyond the school's control. Suspension rate was not chosen because interventions have already been put in place in the past two years resulting in a move from red to orange on the CA School Dashboard. The team chose to focus on the data for the academic indicator. Using the Data Analysis Tool to determine areas of need and develop research questions, the CSI team determined that English Language Arts will be the subject of focus. The Data Analysis Tool included student outcome data for English Language Arts and Math from the CA School Dashboard. The English Language Arts and Math student outcome data was presented at the top of the Data Analysis Tool. The data was disaggregated by student group. Data for All Students was also listed. The CSI team discussed the data using the following categories to list out discussion points: "I notice...", "Why might this be happening..." and "I wonder...". After diving deeper into the data it was determined that there are achievement disparities among student groups, specifically with current English learners in English Language Arts. According to the Fall 2019 CA School Dashboard, current English learners decreased 30.7 points on the ELA CAASPP assessment and scored 61.5 points below standard. All Students scored 28.3 points below standard and decreased only 12.1 points. The research question was created: Why are English learners performing lower on the CAASPP? The CSI team then looked at other assessment data for English learners. ELPAC data posted on the CA Dashboard was also analyzed. While 36.7% of English learners progressed at least one level on the ELPAC assessment and 45.2% are making progress toward English Language Proficiency, 28.2% of English learners decreased at least one level on the ELPAC assessment.

The CSI teams also utilized the Data Analysis Tool to look at all resources in order to identify resource inequities. There were no budget inequities because English learners are part of the unduplicated pupil count, therefore Supplemental and Concentration funds are already being utilized to provide actions and services for English learners to improve student and school outcomes. Also, Pacific Union is a single school district. Therefore all district funding goes to one school. There were no resource inequities. All teachers are appropriately assigned, all students have access to standards aligned curriculum, students are appropriately placed in programs according to need, and all facilities meet the "Good Repair" status. However, through this process it was determined that evidence-based interventions are needed to increase English Language Fluency and Literacy Skills among English learners. After consulting the CDE's website of continuous improvement resources and the What Works Clearinghouse website the CSI team in conjunction with school site teachers decided to implement two programs: Read Naturally and iReady.

To build capacity among teachers and administration, Pacific Union will:
- continue to partner with FCSS to receive ELD coaching and training
- attend iReady professional development which includes sessions to analyze data from the diagnostic assessment and use the personalized instruction path to improve English learners' literacy skills
- attend grade level meetings once a month to analyze classroom, iReady, and Read Naturally data, focusing on English learners progress.

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.

Pacific Union will monitor and evaluate the implementation and effectiveness of the plan to support student and school improvement utilizing the CSI team, who will meet and analyze data. The CSI team will meet two times each trimester to monitor and evaluate the implementation of the CSI plan. Teacher lesson plans and user reports from iReady and Read Naturally will be used to monitor and evaluate implementation. A teacher survey will also be administered once each trimester to gather data to evaluate implementation. When the CSI team meets they will analyze data from iReady and Read Naturally to track English learner progress and monitor the effectiveness of the interventions. The CSI team will use stakeholder survey data, ELPAC assessment data, local literacy data (Fountas and Pinnell BAS) in addition to the next CA School Dashboard Academic Indicator data for ELA to evaluate the effectiveness of the interventions to improve English learner student outcomes.