

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
Loleta Union School District	Autumn Chapman	achapman@loleta.org 707-733-5705

Schools Identification

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

Loleta Elementary School -- single school district

Support for Identified Schools

Loleta Union School District is a single school district hosting Loleta Elementary School. The school has about 100 students and is located in the town of Loleta in Humboldt County. Being a single school district all provisions being made with CSI monies will directly impact the entire school. The stakeholder input is from the community and staff of our school and all groups have been included as the plan has been developed for the direction of the school. Loleta Elementary serves two Native American Communities, the Bear River Rancheria and the Wiyot Tribe at Table Bluff We have an active English Language Acquisition Committee. About 45 percent of the students who attend Loleta are Native American; 38 percent of our student body is Hispanic, 4% is Black and the remainder of students are Caucasian or of mixed race. Loleta School’s free and reduced lunch rate is 95%.

Our California dash board indicators in 2017- 2018 and 2018 - 2019 identified Loleta as having a need to decrease chronic absenteeism and high levels of suspensions at the school. We are also in need of improvement for our academic dashboard indicators in math and English Language Arts. School climate surveys indicated students did not feel safe during this time as well. Meetings were held with stakeholders (Bear River Tribal Council, LES Stakeholders, Wiyot Table Bluff Tribe, English Language Acquisition Council, and the Community) to exchange ideas about the causes. HCOE collaborates with us and using scientific analysis for school improvement began. A root cause analysis was done with stakeholders, staff, ELAC and students. Improvement of School Climate was identified as a critical aspect we could change. We also saw the need to address the social/emotional support of students of trauma and the development of a culture of restorative practices and support; including self regulation education; culturally appropriate curriculum and enrichment for students daily. Continuing to improve student/teacher, staff/community and student/student interactions. Continuing the development of student and teacher awareness and practice of strategies for student’s needs for self-regulation. The interfacing of wraparound services connecting the community, support teams, families, staff, stakeholders and students to create a seamless support system. The team saw adding enrichment programs to school making school more enjoyable to come to would encourage student attendance. Helping families overcome obstacles to coming to school through flexible and improved transportation options was another idea.

Our first year of CSI funding was focused on establishing a welcoming environment, educating our students and staff about using restorative practices and teaching self regulation for our students. As described in previous reports, we hired a temporary certificated instructor who was funded by CSI acted to instruct and define what a restorative culture should look like on campus. She ran our newly constructed Zen Den and the Sensory Room. This veteran instructor taught all staff and children on campus how to use techniques and strategies for self-regulation. Once the Covid 19 closure was put in place during March, she participated in developing and teaching professional development for all staff. The professional development centered around trauma informed care, restorative practices and family/children support during the crisis. Lastly, she was instrumental in modelling family outreach to at risk students in all our specialized groups: ELA, SPED, foster youth, McKinney-Vento and Socio-economically disadvantaged. From the end of summer until mid February of last year, our school staff, studied the "Love and Logic Curriculum for Educators." The staff had two full days of instruction before school began in 2019 and then monthly continued with a module checking in on how it was being implemented and coaching each other as necessary. This curriculum along with practicing circles in the classroom was facilitated by a consultant to the school. The staff learned the vocabulary required to address students in a less authoritative way to guide them to self regulation and behavior resolution. It is the way to institute restorative language in staff-staff and staff-children interactions at our school. Money also went to the services provided by our on-site intern psychologist. He supported the work in the Zen Den and Sensory room and was there to counsel in real time when student behavior needed addressing. During the Covid 19 shut down, the intern traveled to family homes for welfare check-ins, delivered lunches and worked to support students and families with the on-line learning transition facilitating our wrap around support services. He gave socio-emotional support and worked to provide strategies in self-care and self-regulation for our families. This gentleman continued the learnings from Zen Den and the Sensory Rooms, extending it out to the children's homes. We also supported a temporary School Climate Director who worked with our Zen Den Staff, the regular school staff and our community to support the work to make the school culture more welcoming, consistent (with PBIS implementation) and provides family support and contact with our most at risk students- those most subject to chronic absenteeism. During this time our surveys indicated a change in attitude among the students to one of feeling safer and indicating that they felt there was now an adult on campus with whom they felt they could go to in times of need and for support.

Regular progress and discussion of the CSI plan has occurred in our monthly meetings with the Stakeholder Group. our ELAC, Staff Meetings, with the tribes and with our Board. We are focusing on the following goals this year: 1. Continuation of last year but with amplification of wraparound services interacting with the community and their needs; building relationships through a temporary position Student Support Coordinator. Besides supporting and building relationships this person brings the cultures of the area to the school with activities and encourages more parental involvement. The second temporary position we have implemented will focus on use and maintenance of the Zen Den and Sensory Room. The position of Student Support Specialist will act to continue supporting teachers, staff and students on a daily basis with personal interactions through the lens of decreasing trauma and encouraging continued use and education of self-regulation using the Zen Den and Sensory rooms; restorative practices. We are supporting more time for our behaviorist/psychologist for personal coaching at all levels; especially with COVID interventions.

2. Increasing the academic enrichment offered by the school. Using a series of temporary positions. we have funded an art aide working to support staff, teachers and students to bring art projects and enrichment activities to the school. Another to bring dance to school. We have created an outdoor classroom; are improving our outdoor facilities and are partnered with an outdoor education environmental grant. Plus specialty programs involving Salmon science (a basic cultural tradition for our Native Americans); purchasing a high standard curriculum for ELA and culturally responsive curriculum based on the Native American Story. Spanish instruction is being offered to bring cultural enrichment and validation to the Spanish Community. We are partnered with the local Wiyot Table Bluff Tribe to bring instruction of the Wiyot language to the school. LES is in partnership with the Loleta Community Resource Center to develop a gardening education program using the two mature garden areas at the school to excite students and families to attend school. We are looking at an online music program if we cannot hire a music teacher. Two of our teachers are working to integrate art into their lessons. The afterschool program is bringing STEAM and coding to its program. Our recent ability to have students at a 1:1 ration for chromebooks helps students feel better/successful academically and improves their motivation to achieve at school.

Because we are a one school district, all interventions affect all students so there is not an issue with resource inequity.

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.

Assessment will be completed interim reports identifying progress in meeting goals; these reports will be shared with all the stakeholders mentioned previously. We monitor the use of the Zen Den and Sensory Rooms. We are documenting parent contacts and problem solving with families to facilitate attendance.

Monitoring attendance, school climate surveys for families, community and students are being given in periodic intervals to determine attitudes towards the school and to communicate with all stakeholders. Using school wide academic monitoring with IXL and for K-6 with Core Growth standards assessments, we hope to monitor improvement in academic performance; along with state assessments. During the Covid crisis monitoring students participation in online learning is also a metric we are using to determine attitudes towards school and academic improvement.

All metrics associated with CA School Dashboard outcomes are being used along with . Classroom visits, observations, attendance records, SWIS data, and school/community climate surveys will be used to determine efficacy of our plan.

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 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 no later than **October 31, 2020**.

For questions, please contact the School Improvement and Support Office (SISO) at 916-319-0833.