

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 |
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| Southern Humboldt Unified School District | Saundi Phillips Assistant Superintendent | saundi@sohumusd.com (707)943-1789 |

Schools Identification

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| Please list the school(s) in the LEA that are eligible for Comprehensive Support and Improvement (CSI). |
| South Fork High School, Whitethorn Elementary School, Casterlin School |

Support for Identified Schools

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| Please describe how the LEA has or will support its eligible schools in developing CSI plans. |
| The LEA is linking initiatives using an initiative inventory. Initiatives include Differentiated Assistance (DA), Significant Disproportionality Comprehensive Coordinated Early Intervention Early Intervening Service (CCEIS), and Comprehensive Support and Improvement (CSI). The LEA uses Action Research methods, including Root Cause analysis using the Fishbone Tool, stakeholder meetings, focus interviews using the Wisconsin Protocol, and Driver Diagrams to inform Plan, Do, Study, Act (PDSA) cycles as taught by Carnegie Foundation and Professional Learning Communities (PLCs) of teachers and administrators. Improvement model action research methods including Carnegie Foundation’s Plan Do Study Act cycles (PDSA) professional learning communities (PLC) and Implementation Science. The district office admin team is using disciplined inventory to drive improvement. Root cause analysis- analyze data regularly PLC’s will be established at each school site. |
| To examine causes of Chronic Absenteeism, the LEA utilized support from HCOE to do root cause analysis using the Fishbone Tool with students at South Fork High School, Miranda Junior High School, Whitethorn Elementary, Redway Elementary School and Casterlin School. At staff meetings, the LEA used the Fishbone Tool with staff, both classified and certificated. Parents were engaged in stakeholder meetings to gather input on root causes. The leadership team used the data collected to plan possible actions to address the root causes. Additional stakeholder meetings were held to gather input on potential actions addressing root causes. |

Stakeholder groups included parents and community members from Friends of Whitethorn Elementary School, Friends of Casterlin School, site councils, other interested community members, students, teachers and staff. Feedback from stakeholders informed the root cause analysis, the action plan, and the driver diagrams.

The LEA gathered data from the student information system (SchoolWise) on absenteeism, chronic absenteeism, and reasons for absences as well as discipline, suspension and expulsion. The LEA also used the California Longitudinal Pupil Achievement Data System (CALPADS), California School Dashboard, California Healthy Kids Survey (CHKS), qualitative results from focus interviews with parents, community members, teachers and staff, and CDE DataQuest. The LEA analyzed the data and examined the intersections between academic achievement, socio-economic status, behavioral needs, and absenteeism to inform the plan.

The LEA process in matching the selected interventions with the identified needs included the use of a driver diagram and repeated review and modification through the PDSA cycles. Needs identified included:

- to make school more engaging
- school climate improvement through social emotional learning, social skills training
- improvement in communication and relationships between school and families, assistance in providing aid to families in need (e.g. transportation, food, clothing, referral to outside agencies and/or counseling),
- data management at the district and site levels
- improved management of the attendance support procedures, including the Site Attendance Review Teams (SART), School Attendance Review Board (SARB) processes.
- support for basic needs (transportation, food, clothing, referrals to outside agencies)
- connections between students, staff, and community
- retain school enrollment in Frontier remote, rural areas as siblings mature
- support daily attendance at Frontier remote, rural schools by increasing grade level capacity thereby reducing travel hours for parents to attempt to meet buses at multiple locations by instead having one bus stop.
- better relationships between staff students and community
- recruit and retain dedicated staff.

Using resources such as the Attendance Playbook (Jordan, 2020), The Influence of Students' School Engagement on Learning Achievement: A Structural Equation Modeling Analysis (Wonglorsaichon, et al., 2014), Don't Suspend Me!: An Alternative Discipline Toolkit (Hannigan and Hannigan, 2017), Learning to Improve: How America's Schools Can Get Better at Getting Better (Bryk et al., 2016) to support our evidence-based strategies, the LEA identified the following interventions to match the identified needs:

- provision of high interest books, supplies and supplemental materials to improve student engagement “In addition to learning achievement, school engagement has an effect on students’ negative cognition, emotions, and behaviours” (Fredricks et al., 2004; Brewster & Bowen, 2004 as cited in Wonglorsaichon, et al., 2014)
- technology to engage and add excitement (e.g. virtual field trips, online learning opportunities such as Prodigy or MobyMax, computer coding, distance connections to “sister schools”)
- updating the exterior of the school, including playground, mural, and garden areas to improve student engagement and improve school pride and culture
- implementation of Multi-Tiered Systems of Supports (MTSS) at all sites to improve social emotional, behavioral, and academic supports to improve school climate
- SARB coordinator to improve attendance support
- Child Welfare Attendance Worker (CWA) to identify basic needs, improve communication and relationships between school and families, assist in providing aid to families in need (e.g. transportation, food, clothing, referral to outside agencies and/or counseling),
- Staff trained and dedicated to improvement of data management
- New Assistant Superintendent as temporary CSI coordinator at the LEA level to support and integrate all strategies
- Teaching staff for extended grade levels at Frontier, remote, rural school
- Capacity building and professional development for staff utilizing technology to mitigate the gap due to distances between sites

Resource equity refers to the allocation and use of resources (people, time, and money) to create student experiences that enable all children to reach empowering and rigorous learning outcomes—no matter their race or income. The LEA identified resource inequities by looking at per/pupil spending of bond money for modernization, most recent year of updated facilities, distances as a barrier to opportunities for teacher collaboration at grade level and subject matter, transportation and income inequities for remote rural students, and textbook copyright dates. Implementation of the CSI interventions addresses these inequities through technology to engage and add excitement (e.g. virtual field trips, online learning opportunities such as Prodigy or MobyMax, computer coding, distance connections to “sister schools”); updating the exterior of the school, including playground, mural, and garden areas to improve student engagement and improve school pride and culture; Child Welfare Attendance Worker (CWA) to identify basic needs, improve communication and relationships between school and families, assist in providing aid to families in need (e.g. transportation, food, clothing, referral to outside agencies and/or counseling); Teaching staff for extended grade levels at Frontier, remote, rural school; Capacity building and professional development for staff utilizing technology to mitigate the gap due to distances between sites.

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.

- Evaluate improvement in student engagement and school climate through satisfaction surveys, CHKS, student focus groups which target each of the student engagement and school climate strategies.
- Evaluate the effectiveness of student engagement, school climate improvement strategies through qualitative data collection at stakeholder meetings
- Evaluate the effectiveness of SARB coordinator indicated by attendance at SARB meetings and improved school to home communication evidenced by improved data management at the site and district level
- Evaluate the effectiveness of CWAU through reviewing data showing activities of CWAU in identifying and providing support for basic needs and communication logs with families and community.
- Evaluate the effectiveness of data management improvement strategies by review of data in leadership team meetings.
- Evaluate the effectiveness of CSI coordinator through staff evaluation procedures.
- Evaluate the effectiveness of extending grade levels by analyzing school enrollment and attendance data.
- Evaluate the effectiveness of providing opportunities for capacity building and professional development for rural staff by sign-in sheets for professional development and multi-site collaborative meetings.

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.